DOCUMENT RESUME

ED 122 963 PS 008 615

TITLE	Day Care: A Series of How-to Booklets Designed to Help Owners and Employees of Day Care Centers in Iowa.
INSTITUTION	Iowa State Dept. of Social Services, Des Moines.
PUB DATE	[75]
NOTE	53p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS	*Administration; Budgeting; Child Development; *Day Care Programs; *Day Care Services; Educational Environment; Governing Boards; *Guides; Health; Nutrition; *Organization; Parent Participation; Safety; Scheduling; Staff Utilization
IDENTIFIERS	*Iowa Department of Social Services

ABSTRACT

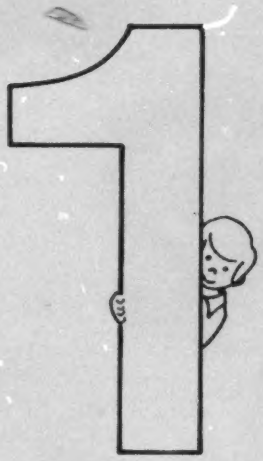
This series of six brief booklets on day care was designed by consultants of the Iowa Department of Social Services to help owners and employees of day care centers in Iowa. The first booklet deals with the organization and administration of day care centers and contains specific guidelines on: (1) the steps involved in starting a child care center, (2) the composition and role of boards, (3) operational policies, (4) incorporation, (5) finances and budget, (6) staffing and personnel, and (7) record keeping. Booklet two presents basic information on child development and behavior and brief summaries of the educational philosophies of (1) Watson (2) Lewin (3) Montessori (4) Piaget and (5) Freud. Booklet three contains suggestions on the child care environment and equipment needed. Programming of daily activities is covered in booklet four and is divided into programming for infants, toddlers, and preschoolers. Programming systems and field trips are also discussed and a bibliography is included. Booklet five presents information on health, nutrition and safety and includes: (1) a list of recommended childhood immunizations (2) a communicable disease chart (3) a checklist of first aid supplies (4) a daily food guide and (5) a safety check list. Teacher resources and parent involvement are discussed in booklet six. (JMB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

DAY CARE

ED122963

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



A Series of How-to Booklets Designed to Help Owners and Employees of Day Care Centers in Iowa

Organization and Administration

PS 008615

Introduction
Boards
Operational Policies
Incorporation
Finances and Budget
Staffing and Personnel
Records

2

Prepared by Consultants of the Day Care Unit, Division of Community Services, Iowa Department of Social Services, Lucas State Office Building, Des Moines, Iowa 50319

INTRODUCTION

CHILD CARE CENTERS

Child care centers give care to a child on a regular basis for part of a 24 hour day. This is a supplement to parental care. It is used by working parents and for such other reasons as training programs, school attendance, illness, or working as a community volunteer and as a means of providing an educational experience for a child. Good child care contributes to the child's healthy growth and development. It should provide good physical care and the kind of environment that also enables the child to grow emotionally, mentally and socially. Individualized care and planning with a high staff ratio of adults to children are important.

Child care center staff should have a concept of child development and skill in providing a program that will enhance the child's development and his social interaction.

HOW TO START A CHILD CARE CENTER

There is no set pattern for setting up a child care center. Things to consider in starting one include:

1. A knowledge of what a center can do to help the development of children who attend it.
2. A survey in each community of parent's needs for supplemental child care and the needs of their children.
3. A statement of purpose or goals defining services to be offered.
4. Estimate costs for operating a center.
5. Sources of funds.
6. A knowledge of requirements for operating a center in the community - local ordinances - licensing requirements which include fire safety requirements, etc.
7. A suitable site.
8. Date of opening. A little before the beginning of the public school year is the optimum time for starting a child care center. Older brothers and sisters or neighbor high school babysitters are returning to school and parents are often returning to work. This means the parents are looking for child care.

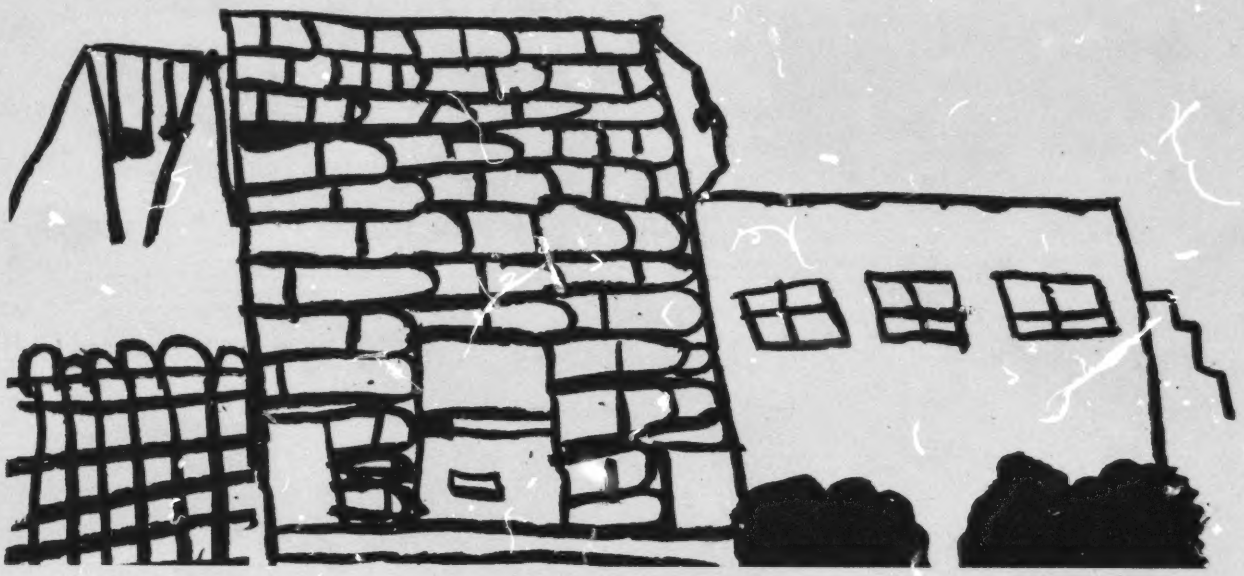
ORGANIZING FOR COMMUNITY CHILD CARE

Communities should strive to provide a variety of supplemental child care services to families in all income levels, regardless of ability to pay.

The idea for a child care facility may originate with anyone. This person should visit informally with two or three people who are in a position to know the need, and help interpret it to the community.

If there is agreement that there is a need in the community and that it should be explored on a broader basis, a meeting of interested people should be called. The agenda for the meeting should be carefully planned to give general information and explanations with an opportunity for an exchange of ideas. It is important to have people present who will actively support the center and have influence with community groups. The persons to be invited should be identified and contacted personally by one of the members of the original group or by someone whom they feel can successfully obtain the support of the individual. If the reaction is favorable to the need for a child care facility, then the next step could be the formation of a steering committee which would engage in future investigations of determination of need, resources, location and finances.

A follow up meeting of the steering committee may be called to discuss the results of their evaluation and decide on the next step. If they feel the need exists, and developing a center is feasible, they should at this point form a Board.



BOARDS

A day care or pre-school board may be either administrative or advisory.

The Administrative Board, as its name would indicate, establishes policies and administers the program.

The Advisory Board advises, reports, researches, engages in public relations and creation of good will and offers support to the program.

Boards usually function well with about 9 to 15 members serving on a rotating basis. For example: One third of the members would be replaced each year, over a three year term. There are occasions when more or fewer members will be advisable. An odd numbered board tends to avoid tie votes.

The Board should be composed of men and women who are interested in children, willing to get involved and spend a lot of time during the first year in getting the center started.

Board members should be selected from a cross section of the community including, when possible, people in the field of medicine, law, education, accounting, business, social services, extension division, county boards of supervisors, city officials, League of Women Voters, and service clubs. Representation should also include: both sexes, various races, religious groups, labor unions, consumers and people living in various areas in the community.

No board member should be a paid member of the organization nor should they be paid for special services to the organization. (For example: psychologist, doctor, nurse, etc.) A salaried director should be an ex-officio member of the board. One of the first duties of a newly formed board should be to elect officers and form committees. The usual officers are: Chairperson, Vice Chairperson, Secretary, and Treasurer.

OFFICERS

The **Chairperson,** subject to the direction of the Board, shall have general direction over the affairs of the center. He or she shall:

1. Call meetings and preside at them.
2. Be an ex-officio member of all committees.

The **Vice-Chairperson** shall carry out assigned duties of the Chairperson and act in his or her absence.

The **Treasurer** shall be:

1. Responsible for funds subject to the will of the Board.
2. See that proper financial records are kept and that an annual audit is made.
3. Be chairperson of the Finance Committee.

The **Secretary** shall:

1. Keep the minutes of the board meetings.
2. Keep the list of Board Members up-to-date.
3. Have charge of records other than the financial records.

The administrative board makes all major decisions for the center.

They may delegate some responsibility to the director of the center.

They are responsible for:

1. Establishing operational policies.
2. Public relations.
3. Staff selection.
4. Program philosophy.
5. Financing and budgeting.
6. Obtaining facilities and equipment.
7. Meeting legal requirements.

Committees should be formed to research and work in these areas.

OPERATIONAL POLICIES

Determination of admission, discharge and recruitment policies as well as the type of programming to be administered by the center is the responsibility of the Board. A brochure should be developed for distribution to applicants containing items A 1, 3, 4, 5, 6, 7, C and E.

A. **Admission Policies**

Admission policies would incorporate the following areas.

1. **Fees**

   As a matter of necessity, fees must be based on the practical aspects of what it costs to operate the center. They must also remain within the cost range that can be paid by the user of the service. As a matter of convenience for the parent, the fee is usually decreased for the second child and even more for the third child, i.e., $25.00 - 1 child, $40.00 - 2 children, $50.00 - 3 children.

2. **Number of Children to be Served**

   This is usually contingent on space available or limitations of staff and meeting licensing requirements.

3. **Ages of Children**

   Determination must be made regarding whether the center will provide a total service to the community in terms of service to infants, preschool age, and school age children.

4. **Hours Open**

   The starting and ending hours the center is open is usually contingent on local business and industry operating hours. In many communities, centers are open from 7 AM to 6 PM which permits eight hours of working time, 1 hour for lunch and about 1 ½ hours for transportation.

5. **Health**

   A. **Preadmission Physicals for Children**

   Children should have a physical examination prior to admission to the center to enable the staff to work with problems such as allergies, heart, hernia, etc.

   B. **Staff Physicals**

   Policies should be developed for staff determining the frequency and extent of physical examinations and if the Board will participate in the cost.

6. **Childrens' Clothing**

   Children should wear suitable clothing for play. Parents should mark all of the clothing so it is easily identified.

7. **Enrollment**

   When children are accepted for admission to the center, attendance should be on a gradual basis, i.e., the child should come with his mother the first time and perhaps for part of a day with the time lengthening each day for a few days.

8. **Financial Responsibility**

   The board must develop a policy on how delinquent accounts will be handled, who will endorse and sign checks, how fees are collected, and by whom.

B. **Recruitment of Children**

Recruitment of children is an important facet of getting started. Information on potential users may be obtained from the school system (school census), Employment office, Department of Social Services, Public Health Nurse, churches, business and industry personnel departments, door to door inquiries, etc. Direct phone contacts can be made with potential users in the neighborhood. Fliers that describe the center's service can be made available, notices regarding the center can be posted on bulletin boards in public places and advertising done in local publications.

C. **Discharge Policies**

Discharge policies should be developed to serve the best interest of the child, as well as the total group.

Children may not fit into group care as they have not attained a maturity level to enable adjustment, or may be handicapped.

Parents of children should be informed of appropriate community resources.

D. **Emergencies**

Policies must be established to handle emergencies including:

1. Planned and regular fire drills.
2. Evacuation procedures for tornadoes and other serious weather problems.
3. Accidents.
4. A list of emergency phone numbers.

   Fire Department
   Police Department
   Health Agencies
   Ambulance
   Physician
   Parents -

   a small card for each child should be kept near the phone with phone numbers for parents, the child's physician, and the name of a relative or friend who might be contacted if the parents cannot be reached.

E. **Transportation**

A determination must be made regarding transportation of children - either morning and evening or on field trips. If six or more preschool children are transported in a child care vehicle, they will need a minimum of two staff menbers or other adults present. In the event volunteers are used for transportation, it will be necessary to see that they are adequately insured for loss to themselves and for injury to persons in their car.

INCORPORATION

ARTICLES OF INCORPORATION

Articles of Incorporation define the purpose and reason for which the group is organized. These must be submitted to the Secretary of State.

Non-profit child care centers may apply to the Department of Internal Revenue for exemption from Federal Income Tax and to permit gifts presented to them to have a tax exempt status. The booklet "How to Apply for Recognition of Tax Exemption for an Organization" (Publication 557 Revised April 1973) may be obtained from The Internal Revenue Service at the Federal Building, 2nd and Walnut, Des Moines, Iowa.

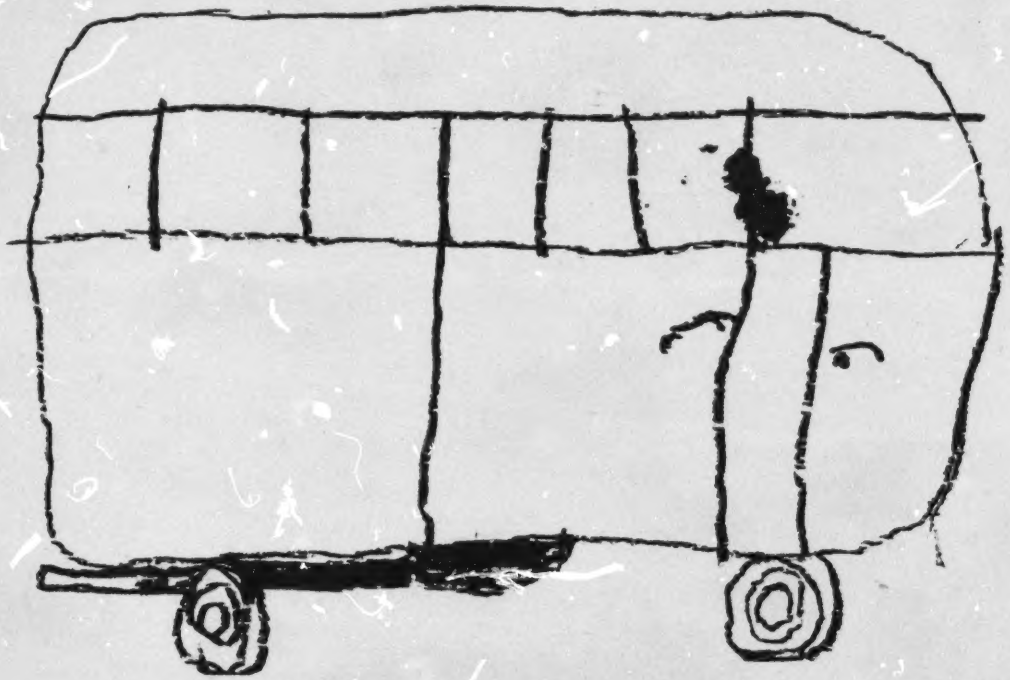
An attorney should be consulted when the group decides to incorporate.

BY-LAWS

The specific functions and responsibilities of operation of the board and how they intend to carry them out are included in the by-laws.

By-laws as developed by the child care board should contain:

1. The name of the center.
2. The purpose and "policies".
3. Officers and their respective duties.
4. Board of directors operation.
   Terms to be served - rotating - for example:
   3 year terms - 15 members with 5 members changing each year.
5. Committees
6. Duties of committees
7. Times the board will meet and establishment of a quorum.
8. Staff personnel
9. Method of amending.
10. Parliamentary Authority
    (usually Roberts Rules of Order - revised)



FINANCES AND BUDGET

FINANCES

A great deal of preliminary planning is necessary in the area of financing and budgeting in starting a day care center or pre-school. **It usually takes at least a year to build a minimal enrollment.** Therefore, there should be a three to six month financial operating reserve available prior to starting to subsidize the center until enough children are enrolled to meet the monthly costs.

The Agricultural Surplus Food Program has been valuable to day care centers. The centers are reimbursed for the cost of breakfast, lunch and two snacks, under a set criteria. A milk reimbursement program is available to non-profit pre-schools and day care centers. These programs are administered by:

Child School Food Service Program
The Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Purchase of Service Programs have aided in funding some centers. It is necessary for the center to contact their Day Care Consultant or the County office of The Iowa Department of Social Services for information on this program.

Revenue Sharing Funds in some counties have been used to assist with child care programs. Funds for demonstration projects have been available occasionally.

Endowment, gifts, and other donations have been a resource used in some communities where charitable foundations or philanthropic individuals reside. Business, professional, service, social and fraternal groups frequently make contributions to groups starting a center. United Way or Community Chest groups frequently provide financial aid. In most communities it is necessary to operate successfully for 2 or 3 years prior to receiving assistance from this source.

Direct fund raising can be adapted to each community using bake sales, bazaars, rummage and book sales, candy sales, jewelry sales, garage sales, etc.

The primary source of funding in a center is from fees which should be scaled realistically to community need. Clear policies on fees should be established. Even though private or public funds are sometimes available, most centers are dependent on fees to meet part or all of the operational costs.

The centers not receiving financial aid must, of necessity, set fees in direct relation to the cost of the service. When financial assistance is given to non-profit centers, the fee is usually based on a sliding scale according to the parents ability to pay.

Determination also has to be made regarding charges when there is more than one child in the same family. The problem arises when the cost is pro-rated over all enrolled children, yet most places charge less for the second and third children in one family.

The board must develop a policy on how delinquent accounts will be handled, who will endorse and sign checks, how fees are collected and by whom.

BUDGETING

Budgeting for a child care facility is usually done by the Finance Committee of the Board. This requires an analysis of the service to be rendered and cost for developing and administering the projected services.

Budget projections are needed when a center expects to be self-supporting as well as when justification must be submitted for help with financing. For example, with Purchase of Services or subsidizing by a Community Agency.

The budget should be computed a little on the high side to allow for contingencies, but each item should be checked out as thoroughly as possible to keep the budget realistic.

Personnel salaries constitute the major single expense for operating a center. Also to be considered are minimum wages, unemployment insurance, and social security for all staff.

Vacation, holiday relief, salary increases, part time employees to substitute for staff development time off, and sick leave must be budgeted.

A decision will have to be made regarding whether health, life, salary, protection insurance etc. will be made available on a group basis, and if it will be partially subsidized by the center.

Consideration should be given to liability insurance coverage which encompasses protection off the premises for field trips etc. and also protects the staff persons as well as the operating agency from legal action. Workmen's Compensation must be carried on the staff, and a Bond would be carried for the person handling the money. The property and equipment should be insured against fire and theft. Insurance shall be carried on all vehicles carrying children and staff.

Child care centers may be located in a variety of places such as the operators home, Sunday School rooms, or buildings which have been built especially for child care. With so many variables, it will be difficult to arrive at a cost estimate until a location has been established. Rental fees, utilities, and building repair and renovation should be considered in budgeting space.

Costs for inservice training workshops, travel to workshops, relief staff for persons attending meetings and workshops, and publications all have to be considered in budgeting for development of the staff.

Cost of purchase of supplies and equipment, repair and replacement must be considered. This will include programming, household and office equipment and supplies.

The price of food is a constantly rising cost. Application should be made for agricultural food

reimbursement by the Board of Non-Profit Center.

Transportation costs for children and staff must be projected. These costs will include picking up and delivering children to their homes if this is part of the center's operating plan. The staff travel in the line of duty and for attendance at workshops and meetings is also included.

SAMPLE
CHILD CARE BUDGET

*Salaries	Cost	Totals
1. Director	$	
2. Teachers		
3. Assist Teachers		
4. Cook		
5. Custodial Worker		
6. Clerical		
Fringe Benefits - 20% of payroll (Leave - Vacation - Social Security - Unemployment)		
Total Salaries		
Insurance		
Personnel (Health - Life - Salary Protection)	$	
Workmens Compensation		
Liability		
Fire and Theft on Building and Equipment		
Bond for person handling money		
Vehicle Insurance for Transportation		
Total Insurance		
Staff Development		
Membership in Child Care Organizations	$	
Workshops		
Books - periodicals, etc.		
Total Staff Development		
Space		
Rent	$	
Utilities (electricity, gas, water)		
Telephone		
Building Repair and Renovation		
Total Space		
Supplies		
Programming	$	
Household		
Office (paper, stamps, etc.)		
Total Supplies		
Laundry		
Laundromat or supplies		
Food		
Example: Meals cost 60¢ a day x 21 days per child		
Equipment Repair and Replacement		
Household	$	
Office		
Programming		
Total Equipment repair and Replacement		
Transportation for children & staff		
Total Cost		

*Staffing will vary according to size of the center.

STAFFING AND PERSONNEL

Staffing of a child care center is contingent on the number and ages of children to be enrolled, the hours open and any special problems the children may have. The staff in the center is probably the most important element of its success.

The child care staff creates the atmosphere for the children during a major part of their day. It is necessary that they be warm, sensitive people who can relate to children and understand them. Every effort should be made to have both men and women staff members.

The basic minimum staff of a nursery shall never be **less** than two persons to give direct care to children when six or more children are present.

With a minimum staff of two people present whenever six or more children are present there must be a staff member for each:

4 children - 2 weeks to two years
6 children - two years old
8 children - three years old
12 children - four years old
15 children - five years old and over.

Personnel policies should spell out the working conditions of staff. These are usually developed by the personnel committee and should be made available to new staff members as they are employed.

These policies should contain information on: working hours and days, medical examination, salary, basis for salary, salary increases, fringe benefits, retirement benefits, vacation, holidays, job description, sick leave, maternity leave, substitute staff and chain of command indicating the person to whom each employee is responsible.

The responsibility of each position should be clearly defined in a job description, a copy of which should be given to each employee. The director or a designated assistant should be on duty at all times to handle the administration of the center and emergencies.

The following examples of job descriptions were written for a large center with a capacity of over 40 children. In smaller agencies, the positions may be combined. The director may work with a group of children, do the social work, or perhaps do direct supervision of the staff.

DIRECTOR

The responsibility of the director of the child care center is to plan, organize and administer a program to meet the physical, emotional and creative needs of the child and to assure his care and protection. The director will work with the staff, community agencies, parents and a board.

The director will have general responsibility to supervise and evaluate the work of all staff in the center. He or she will be responsible for recruiting and training staff and evaluating their performance. He or she is responsible for planning the following areas of programming which may be delegated:

1. Advise and keep the board informed.
2. Administers a social work program to meet the needs of the families using the services of the center.
3. Develop ongoing in-service training and staff meetings and plans for attendance at workshops and conferences.
4. Do intake interview with parents to obtain

information for admission of children to the center.

5. Provide a student program in which the center cooperates with nearby high schools, colleges and universities in in-service training of education, child development and family life students, etc.
6. Establish the framework of classroom programming.
7. Assign staff activities and schedules.
8. Administer a program of volunteer services to establish a high ratio of staff to child for field trips and to help as needed.
9. Plans, organizes and administers a program of parent education and encourages parent participation in the child care program. Plans and participates in individual parent conferences. When possible, both parents should attend these conferences.
10. Establishes a program of health and nutrition.
11. Establish a library for staff and parents.

The director will conduct an ongoing public relations program, address groups, write reports for public presentation, news release, articles, and letters to interpret the center's function and service to the client and community; conduct tours through the building; interpret the program and answer questions concerning program and child care; participate in and encourage research; keep abreast of new research in early childhood education and use the applicable material to update the program.

The director is responsible for:

1. Supervision of fiscal purchases and other business management activities.
2. The maintenance of adequate records including:
   (a.) Office records,
   Monthly reports,
   Bookkeeping,
   Completion of records, reports, and statistics as desired.
   (b.) Case records, dictation and other communication kept current.
   (c.) Records and reports evaluating effectiveness of the program to assure the children receive experiences to maximize their potential.
   (d.) Semi-annual personnel evaluation for the social worker, child development supervisor, clerk, cook and custodian. Reviews personnel evaluation report of teacher's assistant, teachers and aides with the child development supervisor.
3. Collection and deposit of fees and for disbursement of funds.
4. Work with the Iowa Department of Public Instruction with the Child School Food Service Program.

SOCIAL WORKER

A program of social services for children and their parents is planned and carried out by the social worker.

The social worker performs the following tasks:

1. Acts as assistant to the director on administrative problems as assigned.
2. Serves as a liaison between the center and community agencies.
3. Gives casework help to children and their families on a selective basis.
4. Interprets the services of the center to parents and the community, assists parents in using community resources and makes home visits.
5. Assists the child in his transition from home to center.
6. Works with child development supervisor on children's behavior problems.
7. Gives consultation to parents and staff when child shows behavior problems, and makes recommendations for handling these problems. Assists them in carrying out recommendations.
8. Interprets the wants and needs of the child and his environment to the staff and staffs problem cases.
9. Maintains concise individual records of the child and his background.
10. Determines fees to be paid by parents based on income guidelines.
11. Other duties as assigned.

CHILD DEVELOPMENT SUPERVISOR

Under general supervision of the director, the child development supervisor plans and develops a child development program for the agency including play, health, habit training, recreation and general activities appropriate for the ages of children served. The areas of responsibility are as follows:

1. Provides direct supervision for teachers in implementing the program.
2. Supervises and evaluates students assigned to the center.
3. Works with the social worker on problems presented by children in the play groups.
4. Substitutes for absent teachers in their classes in emergencies.
5. Conducts regular staff meetings to discuss problems arising and new concepts of child care. The director should be notified prior to all meetings so she or he may attend periodically.
6. Organizes, trains and supervises the volunteers.
7. Selects and orders equipment and supplies for classes with approval of the director.
8. Establishes and maintains a library for staff and parents.
9. Selects and orders training and reference materials.

10. Plans menus for meals within budget limits and delegates purchase of food.
11. Attends professional workshops and meetings whenever possible, so that professional growth may be maintained.
12. Other duties as assigned.

TEACHER

The teacher assumes full responsibility for a designated group of children, usually 15 to 20. She is responsible for organizing, directing and supervising eating, sleeping, bathroom needs and play, with a goal of developing a good environment for intellectual, social, emotional, and physical growth.

The teachers tasks are as follows:

1. Plans programming within a framework of nursery curriculum. Helps evaluate the program and curriculum at the end of the school year.
2. Plans and implements the daily program of developmental experiences for preschool children and an enrichment program for school-age children. The schedule should provide a flexible program with a wide variety of experiences in music, use of creative materials, group and individual play with equipment, literature, science experiences, etc.
3. Directs and participates in group and individual activities of children.
4. Works with problems which are observed in individual children. Helps children learn to adapt and cope with real life situations.
5. Helps children to develop appropriate habits in such activities as eating, dressing and napping.
6. Through individual conferences, supervises assistant teachers in their daily contact with children.
7. Participates in the snacks and meals for children.
8. Supervises cleanliness and order in classrooms.
9. Makes daily observations of the health of the children and reports conditions needing attention.
10. Maintains progress records on the emotional, physical, social and intellectual development of the child.

ASSISTANT TEACHER

The assigned tasks for the assistant teachers are as follows:

1. Provides care and protection of children.
2. Works with staff to develop the potentials of the children in the group. Brings to the attention of the teacher adjustment problems, such as difficulty of separation from the home and inability to adapt to group activity.
3. Aids children in fostering appropriate habits of eating, dressing and other activities.
4. Makes daily observations of the health of the children and reports to the teacher conditions which need attention. Maintains assigned progress notes on the emotional, physical, social and intellectual development of the children.
5. Lends assistance to the teacher.
6. Attends and participates in meetings and workshops relating to group care.
7. Substitutes for the teacher in her absence.

CLERK-BOOKKEEPER

This person will perform a variety of responsible clerical assignments.

She or he will be required to type stencils, operate office equipment such as adding machine, photo copy machine, mimeograph, and dictaphone. She or he will answer the phone, and acts as receptionist.

Other tasks are as follows:

1. Collect fees, write receipts, and record payments.
2. Process purchase orders and related documents for payment.
3. Process time reports and payroll records.
4. Keep records of vacation and sick leave, invoices, checks, vouchers and bank deposit forms.
5. Prepare and post books and ledgers.
6. Prepare routine reports.
7. Place orders for special wholesale purchases at director's request.
8. Set up and keep current a filing system.
9. Types and sets up case records and necessary forms.
10. Perform duties as assigned.

COOK

Cooking duties are as follows:

1. Prepares and cooks meals and morning and afternoon snacks in accordance with a menu prepared in advance.
2. Checks menus, staples, and food on hand and presents list of needed groceries.
3. Keeps basic record of food used and meals served for Iowa Department of Public Instruction food costs records if needed.
4. Assembles dishes and utensils necessary for serving each group and places them in readiness for teacher's use.
5. Washes dishes and cleans refrigerator weekly. Counter tops must be left clean and garbage cans well covered.
6. Does laundry and puts away freshly laundered articles.
7. Puts away groceries.
8. Keeps paper towel and tissue dispenser filled.

CUSTODIAL WORKER

Cleaning, minor maintenance and repair includes the following tasks:

1. Sweep, mop and vacuum floors.
2. Dust and clean offices.
3. Polish furniture.
4. Collect and remove waste.
5. Wash walls and windows.
6. Move furniture and equipment.
7. Make minor maintenance repairs; replace light bulbs, replace fuses, repair door lock, replace broken glass, etc.
8. Shovels snow, mows, and maintains lawn and play yard.
9. Keeps bathroom clean and sanitized.

RECORDS

Records should be carefully kept in the area of Child or Family Care and Programming, Personnel and Finances.

Child or Family Care Records

An individual or family record should be kept for each child or family. Filed therein would be the Application, Medical Consent, Permission Slips for field trips, picture taking, etc. This file should also contain health reports signed by a physician, records of height and weight changes, physical development, staff observations of the child's interaction and progress in the nursery, including his relationship with his peer group as well as the staff. The child's social and emotional adjustment, his progress in development of skills, physical development, and understanding of concepts are kept in the record. The staff may make notes on these areas of the child's development, date them and put them in the record to use in parent conferences.

Personnel Records

Personnel records should contain all information available about the employee including:

1. Application and reference.
2. Medical report signed by a physician.
3. Educational verification.
4. Attendance records including vacation, sick leave, holidays, etc.
5. Performance evaluations and job changes.
6. Correspondence.
7. Staff development and workshops attended.

Financial Records

Financial records should contain a copy of the annual budget and an inventory of supplies and equipment as well as:

Income -

1. Fees received
2. The fee assessed against each child or family
3. Donated funds
4. Purchase of Service contracts
5. Other income

Expenditures

Payment of accounts payable should be handled promptly and be verified against the purchase voucher and merchandise or service received.

DAY CARE

A Series of How-to Booklets Designed to Help Owners and Employees of Day Care Centers in Iowa

Basic Information on Child Development, Behavior, and Philosophies on Education

PS 008615

14

Prepared by Consultants of the Day Care Unit, Division of Community Services, Iowa Department of Social Services, Lucas State Office Building, Des Moines, Iowa 50319

I. CHILD DEVELOPMENT

A. Expectations by chronological age.

TYPICAL CHARACTERISTICS YOU SHOULD KNOW!!

Each child matures at his own rate, thus he may do some of the activities listed for each age group before or after the typical age groupings.

BIRTH TO 6 WEEKS

During the first month or so will show a startle reaction or the "Moro Reflex".
The infant will show auditory fixation and staring at sounds.
He reaches with his eyes, not his hands.
When pulled to a sitting position his head lags.

6 - 10 WEEKS

He no longer stares blankly at space but his gaze is more alert.
He may look directly at objects.
When held erect his head no longer sags but is held bobbingly erect or set forward.
He starts to develop a social smile and enjoys having people around.
He anticipates feeding by increasing sucking movements.
He stays awake longer periods of time.

10 - 14 WEEKS

When held in a standing position his legs offer minimal support.
He becomes more interested in the world around him, appearing to stare at times.
There is increased activity of the infant's arms and hands.

14 - 18 WEEKS

He turns his head back and forth when on his back often producing a bald spot.
He can better control the muscles that support his head and move his arms.
He coos, and gurgles when responding to social contact.

18 - 22 WEEKS

He explores with his body.
Everything goes into his mouth.
He can sit erect when supported.
He can differentiate more, thus may seem afraid of strangers.
When helped he can assume a standing position.

22 - 26 WEEKS

By the end of the sixth month he can support a large amount of his weight.
He can shift his position and control gross movement.
He can localize sound and turn his head in the correct direction of the sound.
He now begins to approach objects by extending one hand.
He can roll over by himself.

26 - 30 WEEKS

He is persistent in attemps to reach objects he wants.
He is very occupied with his own world rather than with people.
He can coordinate eyes and hand movements although his vision is more advanced than his motor control.

30 - 34 WEEKS

He can crawl.
He can move from the sitting position ot the prone position.
He responds to his name.
He may reach out to people or try to push them away.
He supports his weight with help.

34 - 38 WEEKS

At this time most infants try to stand.
He uses his index finger to explore, poke and approach.
He definitely responds to his name.
He will become interested in putting one object into another.

38 - 42 WEEKS

Smiles at Mirror image.
Waves Bye-bye in response to verbal command or gesture.
It is hard to change his course of action - substituting one thing for another may not work.

42 - 46 WEEKS

Likes to grasp object and then drop them.
Understands simple commands.
May insist on holding the spoon when eating.
Reluctant to go to sleep.
Increased dependency on mother so it may upset him when she leaves the room.
Can use two or more words.

46 - 50 WEEKS

May help in the dressing process.
Creeps, walks, attemps to feed himself.
Walking varies greatly with age.
Some may walk with assitance, with no support, or may not walk for a few more months.

50 - 54 WEEKS

He repeats performances that evoke laughter.
Becomes more choosy about what he eats.
He enjoys simple tricks and games.
He likes to be chased.
He is capable of more emotions and can perceive them in others.

ONE TO TWO YEARS

Talks in jargon and communicates by gesture.
Assumes erect posture independently and begins walking without assistance.
Falls often and is subject to accidents.
Releases object with a throwing motion.
Scribbles on paper.
Climbs stairs with assistance.
Begins toilet training.
Begins descriminating forms.
Learns where things belong.
Vocabulary develops from one to two words at one year, to ten to fifteen words at eighteen months, to over 200 at age two years.
Enjoys throwing toys and other objects.
Expresses a variety of moods - short-lived.
Seldom obeys verbal commands.
Will behave opposite of your command.
"No" becomes a much used word.
Little patience.
Has not yet learned to share.

TWO TO THREE YEARS

Independent - wants things his own way.
Will, at times, do things to please others.
Domineering and demanding.
Requires considerable adult patience.
Generally sleeps up to thirteen hours.
May hide toys to be sure they are there when he wants them - somewhat selfish.
Likes to hear stories about himself and his environment.
Speaks in the present tense rather then the past about happenings.
Enjoys gross motor activity - will run, jump, and climb - not always sure of his balance.
Has a vocabulary of around 300 words.
Speaks in three-word sentences.
"no" continues to be a common response to suggestions.
Attempts dressing but needs help, especially with buttons and shoe laces.
Likes to play by himself.
Short attention span.
Attracted to adults more than to other children.
Considers other children as objects.
Likes to draw and paint.
Enjoys musical activity.
Interested in nature and animals.
Can feed himself but spills much of the food.

THREE TO FOUR YEARS

Begins to show control in drawings and paintings.
Can pedal a tricycle.
Can stand on one foot for a second or two.
Can match simple forms.
Asks many questions.
Will talk to himself.
Shows a desire to please others.
Begins to develop the ability to wait and share.
Eats without assistance.
Begins to sleep through the night without wetting.
Continues to enjoy gross motor activity.
Has a vocabulary of around 800 words.
Speaks in four-word sentences.
Undresses himself but still needs help in dressing.
Can go to the toilet by himself.
Begins playing with other children.
Stories and musical activity continue to be of great interest.

FOUR TO FIVE YEARS

Plays hard and tires quickly.
Prone to certain fears such as fear of the dark.
Learns to broad jump rather than just up and down.
Begins skipping.
Talkative and questioning reaches a peak - can speak five-word sentences.
This will interfere with his eating.
Will make alibis and criticize others.
Likes to mix words and word usage for making people laugh.
Speech is forthright - doesn't like to repeat things.
Laces and unties shoes but cannot tie shoes.
Becomes bossy and may fantisize at times.
Begins to enjoy group play more - still enjoys small groups.
Vocabulary is approximately 2,200 words.
Interests expand beyond home and school.
Interests in music, drawing, and stories all increase.

FIVE TO SIX YEARS

Increased balance and body control makes him less cautious in play activity.
Uses tools more efficiently than the four year old; crayons, toothbrush, etc.
Can put toys away in an orderly manner.
Likes to finish what he starts.
Displays reality in drawings and questions.
Less talkative than the four year old and questions have greater relevancy.
Independent and self-sufficient.
Protective toward younger children.
Curious - eager to learn.
Vocabulary average of 2,700 words.
Increased social relationships.
Enjoys recognition and is capable of jealousy.
Refreshingly imaginative.
Has difficulty in making decisions.

B. Behavior

WAYS TO PREVENT PROBLEM BEHAVIOR

1. Arrange furniture to cut down on disruptions.
2. Avoid unnecessary long waits - children find this hard to handle.
3. Reduce problems of sharing by having several of the same kinds of toys rather than a great variety.
4. Help avoid problems from change in routine by preparing the child for it.
5. Establish rules about rough play - find activities to burn up excess energy.
6. Offer a child a choice only when a choice is available.
7. Have a staff person available when kids first arrive for individual attention.

POSITIVE ACTION FOR BEHAVIOR

1. Use a quiet, confident voice when talking to children.
2. Use simple language so there is no confusion about what is being asked.
3. Have freedom with control - make sure the children know the limits.
4. If a child refuses an order, repeat the request, offer to help, then lead the child to what he is to do.
5. Never tell a child he must obey an order "because I say so". He won't accept this.
6. Help the child understand anger is not bad but that he can't hurt anyone because he is mad - help the child express his feelings - offer to help.
7. If a child misbehaves he may be taken away from the group or deprived of a priviledge - away from the group explain to the child that you are trying to help - do not leave the child alone.
8. Be yourself with children - each person relates differently to children.
9. Visit with children on their level.
10. Help the children listen.
11. Don't interrupt play unless harmony is lacking.
12. Encourage correct speech and kindness to each other.
13. Affection is the foundation of guidance: when present the child knows that he is loved regardless of what he does. Make sure he knows it is his actions that are disliked.
14. Praise positive action, don't deal with negative only.

II. INTERACTION BETWEEN CHILD AND ADULT

A. Discipline

FEAR

There are many types of fears and no right formula for them as children may display the same fear for different reasons. Keep in mind that all fears are based on some type of unknown. Some basic ways to handle fears might include:

Even the silliest fear is real to the child - do not laugh.

When the crisis is past, talk about what frightened the child.

Go with the child to see what frightens him, but don't rush him.

Try to help him play out his fears.

STRESS

There are many signs of stress: loss of appetite, unable to relax or sleep, wetting of his pants, sucking his thumb, biting fingernails, temper tantrums, crying, stuttering, etc.

Without knowing what caused the child to be upset, the teacher should try to sooth the child and let him know she will help in any way she can. Scolding, or nagging him about the problem will usually make the child feel worse and exaggerate the problem. Until the cause of the stress is known the teacher should observe the child for clues, comfort him and give him individual attention. If the problem persists, discuss it with the parents and if necessary make suggestion of referral to appropriate qualified professional help.

LEARNING DISABILITIES

Some characteristics to look for:

1. Poor visual discrimination - have trouble distinguishing between similar objects.
2. Poor visual memory. Forgets what he sees and what he reads.
3. Poor auditory discrimination - can't distinguish between different, but similar sounds and words.
4. Poor eye-hand coordination.
5. Poor spatial orientation - can't remember differences between up and down, right and left, etc.
6. Poor figure - ground. Can't select one

thing from a group such as one letter in a word.

7. Preservation - Can't shift from one activity to another - ex.-once he learns the answer to a question he uses the same answer to different questions.
8. Hyperactivity - Can't concentrate on a structured activity.
9. Disinhibition - Tendency to be lethargic or hyperactive - doesn't care about anything attitude.

A child with a learning disability will display many of these symptoms most of the time. If these disabilities are handled correctly they need not be a handicap.

Guidlines for working with disability children.

A. Teach through activity.
B. Teach through many senses.
C. Teach at the appropriate level.
D. Avoid quick changes in activities.
E. Give directions in small steps without unnecessary words.
F. Reduce distractions.

MENTALLY RETARDED

Mentally retarded can be caused by prenatal defects, brain injury, or environmental defects in early childhood. Some characteristics are the following:

Inability to follow multi-step direction.
Little self-direction in choosing activities.
Difficulty concentrating and learning.
Inability to apply learning from one situation to another.
Inability to see similarities and differences in objects and situation.
Poor motion coordination.
Poor eye-hand coordination.

The number of characteristics vary with the degree of mental retardation.

Guidlines for working with the M. R. child.

Self help skills - Let the child do things for himself to help build confidence and independence.

Break down tasks - use short simple steps.

Start teaching the child at his present level.

Use success-assured activities.

Use repetition.

Show as well as tell.

Avoid changing activities too rapidly.

Keep in mind when working with children that each child is an individual and that he can develop only at his own rate. If the child has a problem the staff feels cannot be handled adequately in the preschool or day care center, discuss the problem with his parents and suggest referrals to appropriate professionals.

B. Developing self image and socialization.

SELF IMAGE

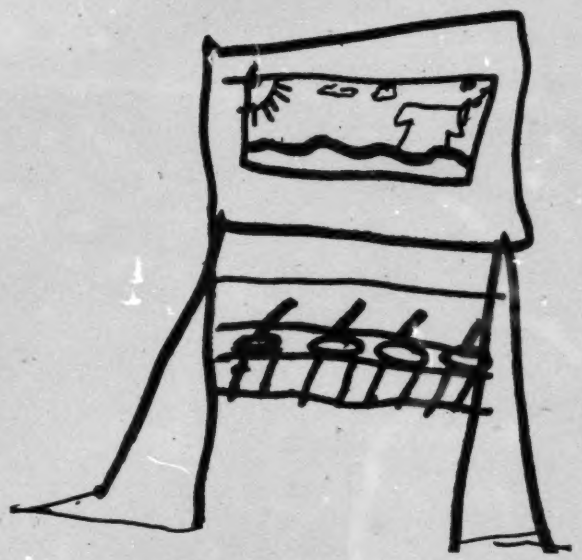
A child needs to know who he is and feel good about himself. To strengthen a childs self image he must first have some basic needs met. Those that can be provided for in the preschool or day care setting are the following:

A child needs to feel loved.
He needs to express his feelings and feel understood.
He needs to feel he belongs and is accepted.
He needs to feel secure and free from fear.
He needs to feel independent.
He needs a chance to discover the world.
He needs to achieve and feel success.

SOCIALIZATION

Socialization means giving up some individual freedom in order to get along with others. Self control must be learned. Limits must be set on accepted behavior. The common goal should be to help the child learn, not to punish him. To meet violence with more violence only means the adult is not practicing self control.

A child must learn to share and be considerate of others. Opportunities to share must be presented to the child and when he has succeeded he should be praised. Children will repeat acts that bring them pleasures and rewards. Praise will assist him to be helpful in the future. Respect will help him to internalize these feelings, thus help to socialize him.



III. FIVE PHILOSOPHIES ON LEARNING

Behaviorism - John B. Watson

This theory is interested in behavior only, not consciousness. Watson felt that behavior is a matter of conditioned reflexes, that is, responses are learned by what is called classical conditioning, described by Pavlov. An example of conditioning is the salivation reflex in response to food. This reflex is unlearned. But if food is presented on several occasions, and before each presentation a bell is rung, the bell will in a short time become a substitute stimulus and produce the salivary response. Thus reflexes can be conditioned providing the proper conditions exist. (The above experiment was conducted on dogs.)

Life Space - Kurt Lewin

Life space is the totality of facts which determine the behavior of a given individual at a given time. The life space includes the person himself and his behavioral environment. It consists of everything that influences his behavior. Past, present, and future.

Lewin felt that of particular importance were the goals a person is trying to reach, the things or situations he is trying to avoid, and the barriers that restrict his movement toward or away from them.

Behavior could be subjectively determined by the positive and negative factors seen along with the barriers attached to movement in any direction.

Maria Montessori

Maria Montessori began her work with slum children in 1907 in a large tenement area of Rome. Working with children from deprived backgrounds she scaled her program to the size, interest, and needs of the child. She brought the child's senses directly in contact with meaningful materials, allowing the child to explore and teach himself. The child was left to explore and pursue his own interests in an environment where furniture was child size and materials were more manageable and easier to control. The aim of her program was to aid the child's spontaneous personality development, and foster a sense of competence.

The teacher was an observer who introduced materials she felt the child could succeed with. The child could accpet or refuse a task, but could not distrub the other children. There was no imaginative play, only reality bound program. Large motor coordination was offered in a period of gymnastics using various equipment.

Montessori is best known for her design for training and the utilization of synthetic intellectual functions.

Some major differences that distinguish the Montessori Method from others are:

1. Montessori stresses the interaction between teacher and child.
2. Montessori stresses creativity in learning more than creativity in the arts.
3. Montessori emphasizes stronger structure of the environment and teaching equipment with specific learning tasks in mind.

It should be noted that many of the Montessori followers of today are more rigid.

Piaget

Piaget reflects the tradition of the biologist who observes organisms. He saw the major function of human intellect as coping with problems presented by the environment. The basic findings of his research are:

1. At the infant age the exposure to a variety of experiences whets the infants appetite for exploration. By coping with new objects and situations internal structures develop so that there is a greater capacity for handling a greater variety of situations.
2. During the elementary school years the child is still highly oriented toward concrete situations at hand. He needs exposure to a variety of experiences so he can develop more approaches to new problems.
3. Piaget feels that the teens are the final stage of intellectual development. During that time he becomes capable of real independence from the immediate situation at hand, and is capable of formal operations involving long trains of reasoning.

Sigmund Freud

Psychoanalysis - His theory places the basis of human behavior in inconscious motivation and conflict. Its point of departure is the libido which is basically the sexual energy in the original form and is modified during development into all forms of love and affection. Here the sexual energy which develops in the child is of significance in the overall development and the ability to adjust to life's problems. In the earliest stages libido is fixated on several parts of the body, which, if they occur in an adult, are considered perversions. The sources of satisfaction in the stages of libido development are:

1. Oral - pleasure obtained from sucking, chewing, etc.
2. Anal - pleasure gained from activities of the lower bowel and from playing with feces.
3. Phallic - interest in sex is repressed due to the social taboos on masturbation. During this stage has major attachment for parent of opposite sex.
4. Latency - Freud calls this stage the Homosexual stage as the youth enjoys being with the members of his own sex more than the opposite sex.

5. Genital - Adult sexuality.

Fixations may occur in anyone of the stages before the final genital stage of sexual development which would result in a weakly developed character structure.

Freud's account of mind and personality is divided into three stages:

Id - original animalistic aspect of the self characteristic.

Ego - that part of the personality that deals with reality at the same time it strives to allow the id as many demands as possible.

Superego - the equivalent of conscience.

Thus Freud's theory is the mind is a three way battlegound. Neurosis occurs when the ego becomes weakened and cannot deal with reality. Psychoanalysis is a therapy to release repressions on the ego so there is again energy for normal healthy living.

BIBLIOGRAPHY

Granato, Sam, and Krone, Elizabeth, **Serving Children with Special Needs,** U. S. Department of Health Education and Welfare Office of Child Development, 1972

Hill, Winfred F. **Learning A Survey of Psychological Interpretations,** Chandler Publishing Company, 1963.

Potter, Robert E., **The Stream of American Education,** American Book Company, 1967.

Stone, Joseph L., and Church, Joseph, **Childhood and Adolescence, a Psychology of the Growing Person,** Random House, New York, 1968.

Thavers, Robert M.W., **Essentials of Learning, an overview for Students of Educations,** the Mac Millan Company, 1970.

Woodworth, Orbert S., and Sheehan, Mary R., **Contemporary Schools of Psychology,** 3rd edition; The Ronald Press Company, New York, 1964.

Montessori in Perspective, edited by the Publications Committee of the National Association for the Education of Young Children.

DAY CARE

A Series of How-to Booklets Designed to Help Owners and Employees of Day Care Centers in Iowa

Child Care Environment

PS008615

21

Prepared by Consultants of the Day Care Unit, Division of Community Services, Iowa Department of Social Services, Lucas State Office Building, Des Moines, Iowa 50319

CHILD CARE ENVIRONMENT

One of the first steps involved in starting a child care center is locating a facility. The "ideal" location is a ground level building designed for children with a minimum number of permanent dividers or walls. A building of this type is not often available. In most communities church Sunday school rooms, homes, particularly houses with large double door openings, public buildings etc., may be used. Much can be done in these quarters with brightly decorated walls, ample window space and adequate lighting.

Ground Floor programming lends itself to more efficient and safe supervision of children. They are less likely to be hurt or lost around stairs or stairwells, and more easily evacuated in case of emergency. Stairways should be shallow, well lighted and have child height handrails. It is less exhausting for staff, children, parents and visitors when they need not climb stairs. Most Fire Standards require first floor occupancy.

Physical surroundings should be as large and roomy as possible to allow for the many kinds of play stimulation activity available in a Nursery. There should be space for playing alone (a hiddie hole) remote corners and space for children to play in various size groups.

The building in which the nursery is housed must conform to local and state safety, building, zoning, and fire standards and codes. Although these regulations provide basic safety measures, there are many special features for small children that should be considered. The facility should have sufficient light and ventilation and be maintained in a clean sanitary conditon with adequate bathroom facilities. Preschool children are not able to fully differentiate between safety and danger, therefore, people who have the responsibility for their care need to be alert to avoid settings and situations which provide universal and unnecessary hazards.

For safety, windows should be screened, radiators and stoves should be protected, exits should be placed so they can be easily observed by the staff, so no child can leave unnoticed, and locks should be placed so children cannot lock themselves in closets, bathrooms, etc.

Indoor play area should be warm and free from draft. Among other things, children should be instructed in proper safety procedures and fire drills held at least every 30 days. There should be two exits from each floor, with exit doors that swing out. Fire extinguishers should be placed as recommended and fire exits should be clearly marked. Combustible material should not be permitted to accumulate.

Self-closing automatic and spring operated doors should be avoided and swinging doors should allow visual access to other side. Door hardware should be child operable and child-proof locks and bolts should be located out of reach of children and operable from both sides.

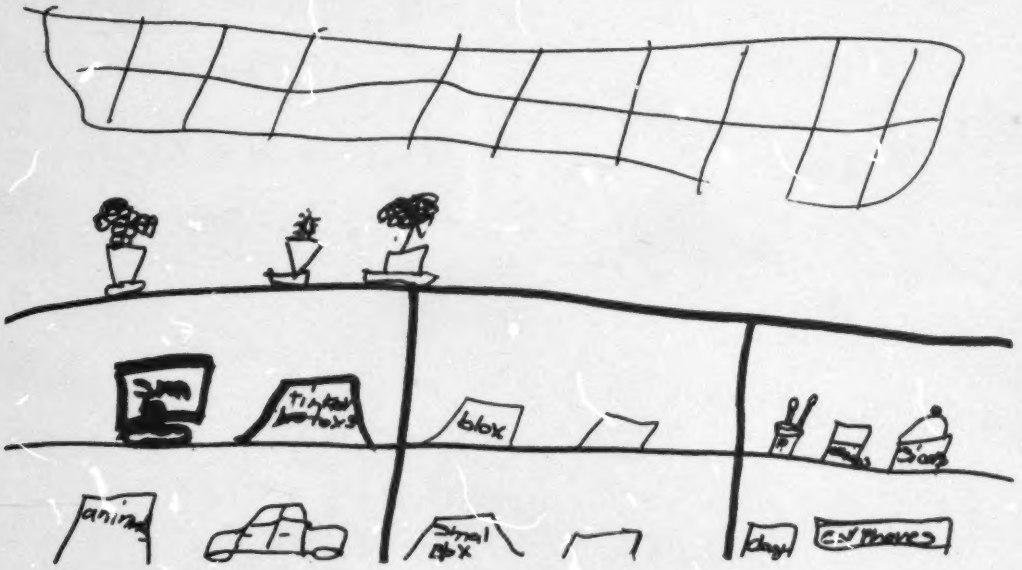
All electrical outlets should be child-proof and located out of the childrens reach.

No extension cords should be used nor should there be any exposed electrical wiring systems.

Heating and cooling systems should be placed so children will not be harmed. Room heaters, fans and other potentially dangerous equipment should be located out of childrens reach, preferably on the ceiling or high on the wall.

Hot water pipes should be insulated.

In order to move around gainfully, the children need a minimum of 35 square feet per child indoor play space. The Child Welfare League Standards and some local communities require 50 square feet per child.



Ideally there should be a locker unit for each child, placed low enough for easy use, with clothing hooks for the child's coats, a shelf for papers and work, gloves, etc., and space beneath for his footwear.

Eating and napping may be done in the play area if additional area for this activity is not available. The children can eat at the tables used for other activities and the napping equipment can be located in a corner or storage closet and be brought out at nap time. Cots should be placed at least two feet apart.

Stacking cots work well as they take little space while not in use. Bedding for the cots should be provided. Unbleached muslin is frequently used for sheets with ties to hold it on the cot by tying it around the legs. The ties should have snaps on them and be made of elastic. Large towels are frequently used to cover the children.

All equipment should be child size, when possible, including the toilet, lavatory, and jet drinking fountain. When an adult size toilet and lavatory is installed, a sturdy platform **that will not tip** should be installed.

Part of the program should allow for "messy activities" such as water play, sand play, easel painting, fingerpaints, cooking for snacks, etc. Many children do not have the opportunity for this kind of activity in their home. Room should be allowed to let the child be creative and do things with blocks and equipment that require space. Ideally the floor cover in this area should be hard surface and easily cleaned. If possible, running water at child level should be available.

Learning centers should be placed so they do not interfere with each other. The quiet area and table should be placed where the lighting is best. Blocks and trucks should be away from the traffic of doll buggies from the housekeeping corner. If the play centers are well spaced, it will allow for fewer discipline problems and a smooth flow of child activity. It might be necessary to experiment with locations of equipment placement until the situation that works best in a nursery is determined.

Children develop their muscles by using them so there should be space for running, equipment for climbing, and blocks for building.

Indoor Equipment

Equipment for the nursery shall meet the needs of children. The child at this age is developing judgment, making choices, learning to make friends, and expressing his own ideas.

Equipment should be suitable to the size and abilities of the child. It should be durable, free of detail, versatile in use, and encourage the child to

explore and create. Care must be taken that it be free of splinters, sharp corners and edges, and have non toxic finishes.

Arrangement of equipment and supplies is important. There should be low shelves which permit children to easily reach and have access to supplies and equipment.

Screens, shelves, pegboards, etc., can be used as dividers for the play areas. Shelves can serve dual purposes. They can help locate material near the interest center. Blocks can be stored in divider shelves, near the block corner and manipulative toys and creative materials placed on shelves near the tables.

Outdoor Play

The outdoor play area should be easily accessible to the nursery and should be fenced. Fencing allows for safety and permits children and staff to relax about possible danger. Seventy-five square feet per child should be allowed. An exit door directly from the indoor play area to the outdoor play is ideal. There should be good drainage in this area so the grounds dry quickly after a rainy period or when snow and ice melt, etc.

The landscape should have both sunny and shady areas with grass, sand or gravel, and hard surfaces. It should have varied levels and not be completely flat.

Hard Surface

The Hard Surface area is used for tricycle, wagon and moving toys and should preferably be curved and have the beginning and end meet to permit one way traffic and a smoother flow of traffic. This surface is usually cement or black top.

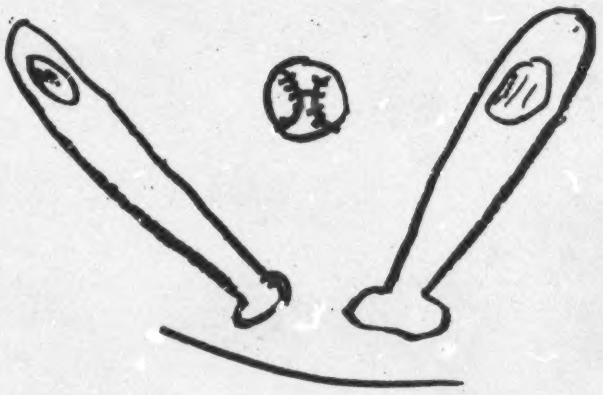
Soft Surface

There should be sand or gravel areas with mud or dirt piles for digging and a small space for growing flowers and plants.

Whenever possible, water faucets should be placed in the outdoor play area to allow for water play. Children can blow soap bubbles, paint the building with clear water, paint the sidewalk with water colored with Tempera paint or food color.

Trees, plants and shrubbery add to the play area for nature study. Children tend to be curious and this type environment will lend itself to discussions of plants, small insects and animal life usually found around these areas.

The outdoor sand box should be dug in the ground for maximum safety. The edges of the sand area can be lined with boards and perhaps heavy plastic placed on the bottom. Most types of old kitchen equipment, cans, cut off plastic bottles, small shovels etc., can be used for play in these boxes. The sand box should be covered when not in use, to prevent impurities getting into it. A large tractor tire may be used as a sand box.

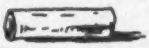


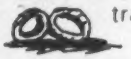
Outdoor Equipment

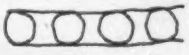
A child care center should attempt to give a child new and unusual experiences not usually available to them.

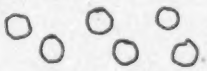
Activities in the outdoor play area should provide fresh air, exercise and stress large muscle activity and motor control. Children should be able to jump - crawl - run - climb, as well as engage in quiet activity.

Children almost universally have the typical light weight swing set and often the small jungle gym at home. The kind of equipment that will provide the "different and creative" experience include:

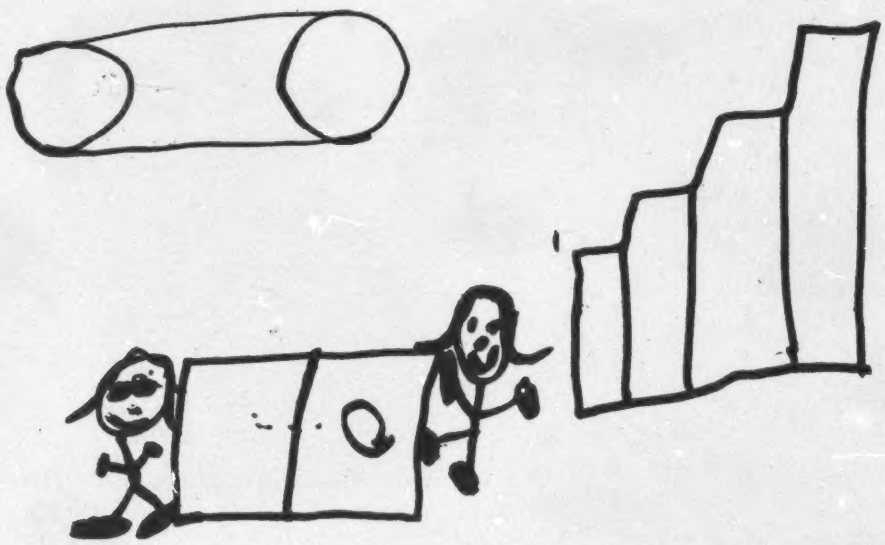
1. Sewer Tiles laid flat  or setting upright.
2. Railroad ties, telephone poles or logs or tree stumps arranged to give climbing experiences.

3. Tires can be used in a variety of ways to offer vaired experiences.  tractor tires

funnel types 

elephant tracks 

4. Boxes, tires and barrels.
5. Tractor inner tubes.
6. Tree stumps, boards, and pieces of soft wood for pounding.
   They should use small adult size hammers and roofing nails.
7. Wire spools that can be obtained from the telephone, electric company, or cable television.



Equipment scaled to childrens' needs and size should be arranged outdoors so it is safe. Swings should be placed where children cannot run behind them. In a pre-school program slides and jungle gyms should not be over 6' high. Outdoor equipment needs to be carefully checked for sharp or rough edges, protruding areas, splinters etc., which should be eliminated whenever possible. Wooden equipment is safer than metal equipment, but not as durable. Screws, bolts, and connections need to be checked regularly for safety. All equipment should stimulate a child's imagination and interaction with his peer group.

All appropriate outdoor equipment must be firmly anchored in the ground to prevent accidents.

DAY CARE

A Series of How-to Booklets Designed to Help Owners and Employees of Day Care Centers in Iowa

Programming Activities

PS 008615

26

Prepared by Consultants of the Day Care Unit, Division of Community Services, Iowa Department of Social Services, Lucas State Office Building, Des Moines, Iowa 50319

PROGRAMMING FOR INFANTS

(Birth to 18 months)

An infant needs much more than adequate physical care. People are necessary to give security in his growing awareness of the world in which he lives. Responsive touching, caring adults are the ones who help the infant turn on an interest in his world, gain an ability to learn. The process of learning for him, is one of discovery. So it is the job of a caregiver to maintain a secure stimulating environment around him, enhanced with a variety of experiences.

All his senses seem to go into a baby's explorations. A rattle is watched, held, rubbed against his face, listened to and inevitably tasted. Banging his spoon on the high chair, crawling, creeping, he is manipulating his world, teaching himself the relation between his own actions, his body and objects he can or cannot control.

This freedom to explore is primary. Curiosity must be encouraged. So your environment should offer many opportunities to discover through his senses. The more he learns, the more curious he will become. An attentive, appreciative adult can help him over the rough spots, give him a good self image, and assist him in understanding limits and boundaries to his world. Keep the number of adults caring for him small, so that he can grow attached to and secure with his special person.

Mealtime should be a social time spaced at regular intervals according to each infant's needs. When bottle fed, the infant should be held. Most babies need two naps a day. Dry, clean cribs need to be available at all times for resting.

Remember **Talk** to the infant, **whenever** you are together. Tell him about everything you are doing and encourage him to respond to you.

Remember **Warmth** and **feeling** involved in the games and activities are the most important - **not** the activity itself.

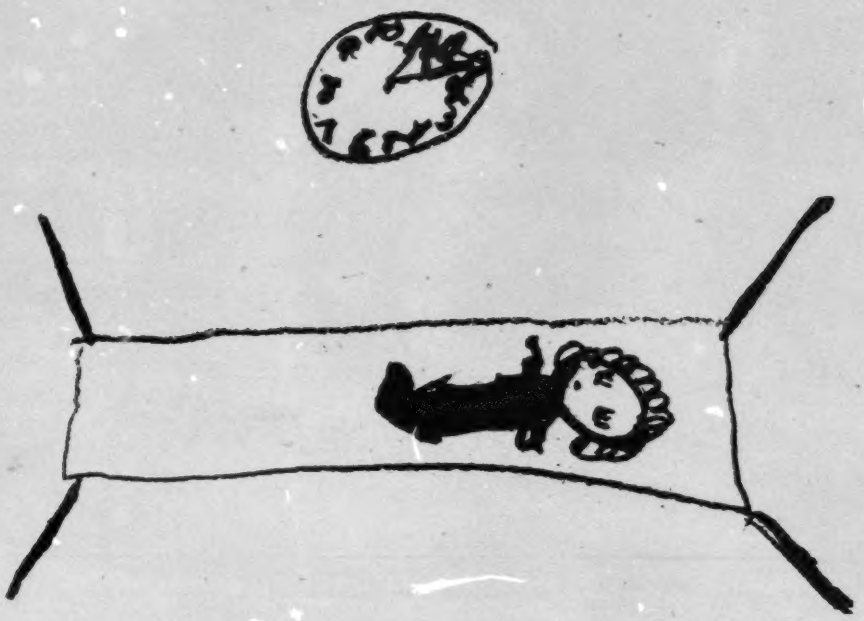
An infant room should have two feet high shelves; high enough off floor for infant to grasp and walk alongside. A long mirror underneath this shelf allows child on the floor to see himself. Hanging toys may be suspended from his low shelf for infant to reach from floor. A large step below window allows toddler to pull himself up to see out window. A u-shaped table works excellently for teacher to sit in center and be able to reach each toddler. Of course, one or more adult sized rocking chairs are a necessity. Baby books that cannot be chewed, swallowed, etc. can be on a low, slanted book rack.

Baby-Proofed crawling environment may be equipped with:

Mobiles
Crib Toys
Music Boxes
Rattle
Bell
Teething Ring
Fill "n" dump toys
Nesting Toys
Stacking Toys
Sponge Blocks
Unbreakable Mirror
Rubber Squeeze Toys
Rag dolls
Floating Bath Toys
Large Plastic Beads
Small Zoo and Farm Animals
1-4 Piece Puzzles
Toys large enough to sit on and in
Balls
Play Phones
Hand or Finger Puppets
Crawl through stairs, climber or barrel

and with these household items:

Boxes for manipulation or for hiding
Plastic sugar scoops, mixing bowls, containers
Aluminum pie pans and wooden spoons
Oatmeal boxes, liquid detergent bottles
Fabric pieces for feeling
Brown paper bags for hats or masks
Plastic covered bean bags
Old shoes and dress up clothes, purses
Spools, string, yarn and rope for manipulation
Wallpaper sampler book for tearing



INFANT (BIRTH TO 18 MONTHS) ACTIVITIES EXAMPLES

Gross Motor Development

1. Exercise games - hold him up in sitting and standing positions, pull him up.
2. Hold him in your arms and dance to music.
3. Place a favorite toy out of reach so he can crawl to it.
4. Stand him by a crib rail so he can grasp a support, or even pull himself up.
5. Put him in a walker or jump-seat in which he can move himself about for a short period.
6. Squat in front of him, when he stands well, take his hands to allow him to step towards you.
7. When walking, let him pull toys on a string.
8. Roll balls to him.
9. Let him walk barefoot on different kinds of surfaces: grass, soft ground, sand, sidewalk; wooden ramps.
10. Hold him on your lap and swing gently in a swing set.

Fine Motor Development

1. Hold bright object 8 - 10 inches from baby's eyes as he lies in crib, slowly moving toy as long as he follows it with his eyes and later on as he turns his head.
2. Crib toys hanging above him attract his attention and give opportunity to practice reaching, grasping, and hitting.
3. Let him hold a rattle to explore, and place a toy where he can reach to grasp on his own initiative.
4. Squeeze toys in vivid colors, with and without noise, develop hand manipulation.
5. Let him play with sponges, washcloth, etc. in bath.
6. Finger feeding in high chair is development of hand and finger fine muscles.
7. Later on empty spoon is held for awhile - then filled for him so he can attempt to put it in his mouth himself. (same with cup - first let him hold empty cup-then fill partially.)
8. Large crayons and wrapping paper are good art materials.
9. Stacking blocks is rewarding at 12-18 months.
10. Nesting cans and boxes or building with them is fun for the 1 year old.

Self Awareness

1. Blow on the back of infant's neck or his stomach, tickle his feet, play with his fingers for different sensations.
2. Comfort toy or blanket from home are necessary familiar links with family and home for infant.
3. Self-identification games are: "Where's Joey?" or "What's your name?" or "Who's that?"
4. Body parts can be identified in a multitude of different games, later using mirror, also a doll.
5. Respect infant for trying and verbalize your attention by talking to him, calling him by name, talking about what he's been doing.
6. Role playing (with hats, dresses) is fun for a one year old in front of a mirror.
7. A one year old should have his own cubby with his possessions.
8. Sit and talk with the infant about his feeding himself and what he's eating, making it a

social time.

9. Celebrate his birthday and make him feel it's "his" day.

Social Development

1. Use eye-to-eye contact when holding the infant. Smile and talk to him when he responds to you.
2. Use different facial expressions, smack lips, blink eyes, etc. while he's watching. He will gradually start to imitate.
3. Call him by name, touch him gently, allow him to touch you and feel your face, play peek-a-boo.
4. When be bangs his fist or cup, you may take the cup and imitate his rhythm, then allow him to do it again. This encourages mutual imitation.
5. Wave bye-bye, pat-a-cake, use hands as instruments for fun.
6. Let him watch others working, slowly warm up to strangers.
7. Outings can be taken in a wagon with talking about things you see and take a favorite toy along for comfort.
8. Doll play becomes interesting acting out.
9. Play follow the leader using different body movements: patting, tapping toes, smacking lips, pulling ear, etc.
10. Encourage him to help you in cleaning up or preparing simple things.
11. Hand puppets encourage a variety of roles as well as talking with a second person.

Language and Thinking

1. Imitate an infant's sounds back to him to help him be aware of his own sounds.
2. Talk softly, frequently, normally as if the infant could understand. He enjoys pleasant conversation and may try to join in.
3. Pointing out objects and naming them interests an infant and he will begin to listen, especially when pointing to people he likes.
4. Talk as you and he do things together. Put all actions into words. "Now we are going up the stairs."
5. Talk about pictures in large picture books as you sit together.
6. Open a jar, remove cover from can, show him how parts go together.
7. Ask him to do simple tasks: ex: "Bring me your shoes", praise him.
8. Label different qualities - soft, fuzzy, loud, high.
9. Talk about relationships: under, over, wet, hot, full, after.
10. Count out items together.
11. Play "please and thank you" game - giving things to each other.
12. Play "one for you - one for me."
13. Cut doors on sides of large boxes and talk about child climbing into, over, around, under, etc.

PROGRAMMING FOR TODDLERS
(18 to 36 months)

A toddler is insatiably curious and likes to play near to or watch other children. You need to guard against over stimulation or tiring. Quiet play, especially before meals and going home, should be carefully balanced with active play.

New independence is expressed at mealtime as he wants to feed himself. You may need to take over when he starts to throw his food or tires of the effort. Sitting at a table with others when he's two years and older is enjoyable as he begins to eat the same foods as older children.

Regular napping is important, usually with a favorite toy or blanket. A quiet time of story or holding just before napping helps the overly tired or excited toddler.

Toilet training comes after a child has been walking a while and can bear to sit still a few minutes on the potty. Stay with him, but keep him sitting no longer than 5-10 minutes, when signs are that he is about to have a bowel movement. This training is very individual with each child. Most important are your supportiveness, consistency and clear indications of what you expect.

Toddlers usually are interested in solitary activities rather than playing with other children. Parallel play may develop as they play along side each other with the same materials. Use distraction with a new toy or activity when there develops conflict over toys.

Individual, loving attention is most important in helping each child learn who he is. Hugging, holding, singing and talking to the toddler individually give each this needed attention. Consistency is important and best achieved with the toddler having one special adult who spends much time with him.

Low shelves, which the toddler can reach, should be stocked with many, but not a clutter, of pull toys, stuffed animals, pots and pans, balls, hammer toys, blocks, telephone, etc. Other equipment can include: books, games and easy puzzles, clay and waterplay equipment. A walk-in doll house is fun with dress-up clothes, etc. The toddler will love to look outside if a climbing piece or large block is placed near the windows.

The following are activity areas from the Early Childhood Education Center at the University of Iowa.

LEARNING AREAS:

Manipulative: plastic circles, snap beads, finger plays, peanuts to shell, puzzles, cardboard for threading, corn meal table, bean bag toss, macaroni necklace, peg board, empty-full concept

and action, pounding pegs, rice for pouring, nesting toys, bubble liquid, containers for lining up or stacking, "All In" (putting variety of objects in large containers), flannel board and flannel shapes: circles, squares, etc.

Gross Motor: Balls to roll and catch, mats, Simon Says game, hop scotch, obstacle course, tyke bikes, marching, acting out animal motions, jump, run, crawl, follow the leader, trampoline, stacking wood blocks, wheel barrel, jumprope, rocking horse, tunnel and climbing stairs equipment.

Creative Expression: painting with water outside, soap painting, brush and easel, chalk board, "Who are you?", pictures to glue in scrap books, clay, pepper shaker painting, finger paint, tie dye paper towels, paste a mural, shadow show, tearing and paste collage.

Language/Intellectual: paper bag puppets, open ended stories, looking out window and talking, movie, Lotto, books and stories, polaroid picture taking, paper bag meals, explanation, "I see something you don't see". Concepts are developed through experience. Open/close can be meaningful using body parts or opening and closing boxes. Others such as small, big, large, tiny can be discussed with graduated sizes of objects.

Dramatic Play: hats, farm animals, acting out roles of people in the community (firemen, policemen, mailmen) parade, cowboys and saddles, elephant walk, doll house, cardboard car, trip to toy store, bathe dolls, row boat, tunnel, shoe shine.

Science: magnifying glass, pin wheels, bodies outlined and talk about parts of, rain caught in pan, granola muffins, shape puzzles, peanut butter bird feeder, sea shells, graham crackers and cheese, make peanut butter, walk to find buds on trees, fly kite, cinnamon toast snack, vegetable preparation, watch weather through window, hampster, colored water mix, plant seeds.

Music/Movement: switch phono speeds, children move to tempo of record, banjo music, finger plays, singing, following masking taped lines, rhythm music, turning and spinning, clap-your-hands, dance-a-story record, ring around a rosey, balloons, Londor Bridge, tom-toms, bells.

PROGRAMMING FOR PRESCHOOL CHILDREN

Creative planning for preschool is essential. Each year's group of individuals has special needs and interests to consider in planning program. Teachers also must plan with themselves in mind. They select structure and methods with which they are comfortable. Therefore, this section is primarily a beginning resource of ideas only. You may select different blocks of program and build according to your own and your children's needs.

Here are four basic principles to use as guides in building your preschool program:

1. Activities should include both directed and free play.
2. Provision should be made for periods of active play and for periods of quiet play.
3. Opportunity should be available for both in and out of doors program.
4. Both group and individual experiences are valuable.

The preschool room itself is part of the program. It provides a setting for varied, interrelated learning experiences. The following are possible interest areas which might be used in designing your environment.

BASIC ACTIVITY AREAS

Block Corner: Block building encourages creativeness, a sense of space and volume, playing cooperatively and feeling of satisfaction with accomplishment. Orderliness and responsibility are also developed with neat piling of blocks on storage shelves.

EQUIPMENT-
Low Open Shelves: Hinged shelves lend themselves to protecting equipment.
Block Buster Blocks: (the large cardboard blocks) Substiutes can be made by cutting the end off of milk cartons and pushing the open end of one into the open end of another.
Unit Blocks
Wooden Cars and Trucks
Tractor Trailer
Animals - Barn

Housekeeping Corner: Dramatic play assists a child in learning about himself and his world. Experiences and roles may be played out allowing identifying with others, awakening awareness of others needs, expressing ones own feelings. A temporary store may be set up nearby for housekeeping players to purchase groceries.

EQUIPMENT-
Sink-Stove-Cupboard-Refrigerator (child size)
Small Table and Chairs
Child Size Doll Bed - Should be about 24" x 40" so children can get into them.
Child Size Wood Buggy
Dolls and Doll Clothes
Dishes - Kettles - Broom and Dust Mop - Dust Pan - Sponge - Salt & Pepper Shakers - Bud Vase - Clothes line - Table Cloth
Rocking Chair
Toy Telephone
Cardboard Box Vanity Mirror - vanity can be made by placing a cardboard box with the open end out for knee room. Place a piece of wire around it to hang curtain.
Ironing Board and Iron

Dress Up Clothes:

EQUIPMENT-
Mens Clothes
Womens Clothes
Purses
Scarves
Shoes
Lunch Bucket
Empty Razor, Lipstick, Compact
Old Jewelry
Belts

Ties
Full Length Stand Mirror
Hats - mens - womens - cowboy - police - fireman - etc.
Aprons

Cozy Corner: A quiet place is necessary where children may go individually or in pairs to look at books, listen to a record, or just be alone with a favorite toy away from other activity. Ths may be combined with the library area.

EQUIPMENT-
Rug
Rocking Chair
Cushions
Books on rack
Flannel Board
Records and phonograph

Creative & Manipulative Area

Child sized tables and chairs should be near open shelves, stocked with a variety of materials for children to select.

Tables and chairs - so children's legs will touch the floor (12" - 14") 1½ ft. per child table space with surface that can be easily cleaned. Door mounted on legs -¾" plywood using saw horses provide for tables and are easily moved.

Easel - Tempera paint - Brushes (¾" & 1"), mens old shirts

EQUIPMENT-
Low Shelves
Manipulative Toys - Counting frame - clock - Barrels - Cash Register
Old typewriter - Magnetic Alphabet Board
Peg Boards - Accoustical ceiling tile and regular peg board use golf tees in assorted colors
Play dough equipment - cookie cutter, rolling pins, and tongue depressors, etc.
Kit for stringing-snapping, bolting, zippering, etc.
Kit for locking-keys, locks, etc.
Beads for stringing
Cans for stacking
Cut out a piece of flannel 20" x 24" - (Like a pillow case so it can be removed and washed) mount on heavy cardboard, masonite or plywood. Mount pictures on cardboard and paste flannel on back of cardboard. It will adhere to flannel board. Pellon, flannel and felt will adhere.
Table games, ex: lotto, matching and sorting, Candyland, etc.
Bulletin Board
Puzzles - Wood - Number of pieces appropriate for age.

Woodworking & Gross Motor Development:

EQUIPMENT-
Many opportunities need to be given for continuous development in ability to use the body effectively and successfully with increasing evidence of control and self reliance. Trying out, practicing, daring and making decisions assists in gaining new and increasingly complex motor skills.
Balance Beam
Horizontal ladder
Rocking Boat

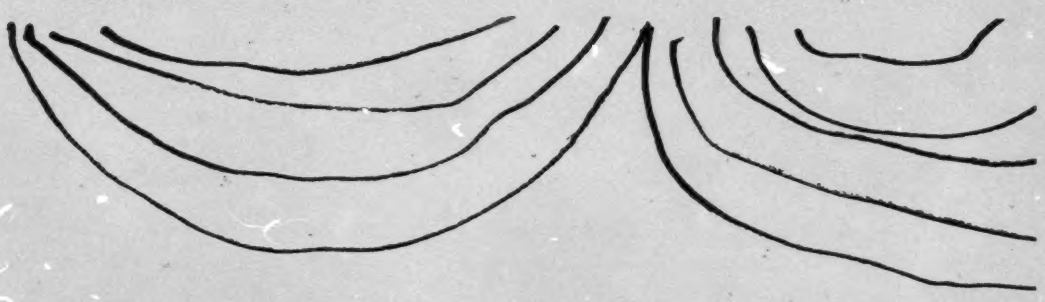
EQUIPMENT-
Multi-play Triangle Set or
Large climbing unit with slide and barrel
Piece of log about 18" high
Mats
Odd scraps of lumber for pounding. Soft wood can be obtained by request from scrap piles at construction sites or often from lumber yards.
Small adult size hammers, saw, and roofing nails.
Sand and water table or tub also other materials such as: corn, beans, rice, with pouring and measuring pieces
Climbing rope swing
Balls, bean bags, paddles, hoops, tires, jump ropes

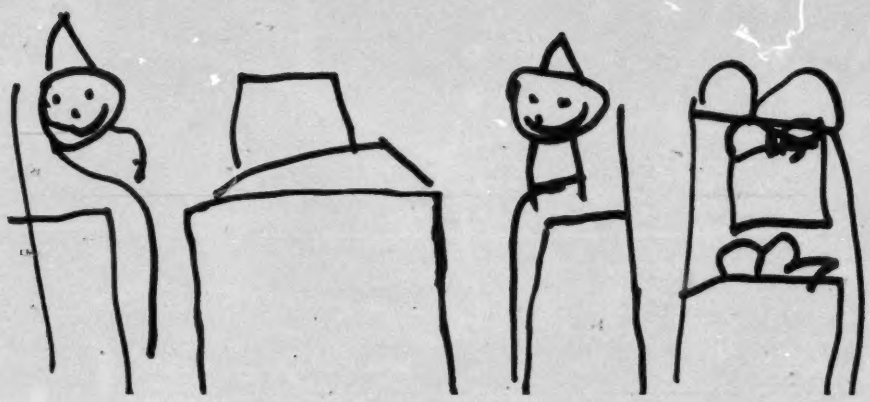
Science and Sensory Table:

EQUIPMENT-
Low Table
Thermometer
Bar and Horse Shoe magnets
Keys, metal nails, paper clips, etc.
Magnifying glass
Tape measure, yard stick, ruler
Scales
Measuring equipment and spoons
Pulleys and gears
Hand mirror
Cage for pets
Shells of various sizes and shapes and colors
Rocks or stones of various sizes, shapes and colors
Pod burrs, seeds, corn, cotton balls, etc.
Keys, and locks, etc.
Coconut shell
An indoor-outdoor thermometer on a window of the playroom
Walnut with outside shell
Hazelnut
Hickory nuts
Acorns
Leaves
Squash
Sunflowers seeds
Indian corn
Buckeyes
Compass
Bucket of Bolts

Outdoor Equipment:

EQUIPMENT-
Climbing bars
Sewer tiles
Telephone Co. spools
Tires
Sand Box Tire
Balls - variety
Tree for climbing and shade
Bouncy ball with double handle 14" or 20"
Tricycles
Scooters
Barrels, kegs
Saw horse planks
monkey rings
Climbing ropes, cargo net
Wooden boxes
Innertubes





PROGRAMMING SYSTEMS

Open classrooms or structured and semi-structured programs are various methods for learning. Teachers must select a system which fits theirs and their children's needs and also retain flexibility.

1. An open or totally flexible classroom is child centered, more informal, highly individualized to needs and interests of each person. It encourages exploration, discovery, and problem solving through freedom to choose from a rich variety of experiences and concrete materials. Activity is less in large groups, more in very small groups, partners and individual. Creativity, independence, and self direction are priorities.

2. Structured programs are designed and controlled by the adults in order to achieve specific goals for learning. Every activity (individual or group) is specifically scheduled. Structure affords security through its careful organization and routine. This may be needed by children who are not ready to work and play independently, who have little self control or come from homes which have no routine.

Traditional structure emphasizes the teacher who directs each activity. A majority of the time is spent in groups with all children doing the same things at the same time in contrast to self direction (free play) with children choosing for themselves, exploring what interests them at the time.

3. A semi-structured program combines both of the above to give a balance of: structure and freedom, individual and group oriented activity, teacher directed and self directed experiences.

4. See section on Philosophies of Education.

Among many possible methods of program planning are the following:

1. **Thermatic topics** for a day - a week - a month. Examples: Animals, pets, winter, safety and self care, spring and the five senses, etc. Music, field trips, group discussion, art, personal exploration, stories all revolve a central theme during that period.
2. **Skill development** or growth goals - activities are planned to afford each child opportunity to develop skill in specific areas.

A few examples:

Skill	Exercises
a. Self expression	- Creative art - Creative movement - Speaking up in a group - Proposing a project for himself or for group - Creative dramatics
b. Communication	- Listening and following directions in a game or use of equipment - Spontaneous speaking

as in sharing news
- Answering a question
- Re-telling a story
- Describing feelings or objects (as in feel bag)
- Making up a story about a picture

c. Body Control
- Manipulating materials for small muscle
- Typing
- Climbing, pushing, pulling
- Running, skipping, hopping, rolling, etc.
- Building with blocks, clay, wet sand, etc.
- Cleaning up after play

3. **Academic subjects** - traditional developmental activities often come under headings such as music, language, arts and crafts, science, movement.

Sample LEARNING EXPERIENCES

For the sake of ease in finding specific topical activities, the following program ideas are outlined in subject areas.

Movement - In early childhood, body movement is the major language of expression. Activities can be designed to improve each child's body awareness, spatial awareness and manipulative skill.

1. Locomotor skills
   a. Running or crawling an obstacle course of chairs, mats, tires, rolled towels, stepping spots of newspaper sheets, any device or object you can imagine.
   b. Leaping high, far, sideways.
   c. Jumping up and down - both feet, one foot, over a string, in time to rhythm of drum.
   d. Rolling curled up, stretched out, forward, backward, tumbling on mats.
   e. Walking a balance beam or a strip of masking tape.
   f. Skipping, galloping - slow, fast, softly, loudly.
   g. Twisting, falling, sliding low, high, in time to music or clapping, tapping.
2. Coordination skills
   a. Tossing a fleeceball - catching, swatting with a paddle.
   b. Bouncing rubber ball - kicking, pushing, rolling.
   c. Throwing and catching old tennis balls, balloons, juggling.
3. Creative expression
   a. Moving in response to music or tapping a drum, clapping hands, etc.
   b. Acting out with body: a feeling of sadness, of happiness, how to row, how to sweep, how to get from chair to window in four different ways.

Music - Spontaneous music and rhythm can happen while playing, working, and cleaning up because they are often a natural expression of child's feeling. Opportunities should be available to sing, listen, move with music, make your own music.

1. Singing and listening
   a. Teacher sings a new song and children gradually chime in. A child teaches his new song.
   b. An Ella Jenkins record may be listened to and then sung along with.
   c. Instrumental music can be listened to and instruments identified, rhythms identified.
   d. Any individual may feel he can "make up" his own song.
   e. A child may want to play director and "lead" the chorus or sing a solo part.
2. Moving with and making your own music.
   a. Dancing, tiptoeing, clapping with scarves, hoops or crepe paper streamers encourage free feeling.
   b. Marching with rhythm instruments encourages rhythmic movement and sense. Rhythm instruments can be made from pie tins, coffee cans, 18 inch lengths of doweling, sand paper blocks, spoons, etc.

Language needs to be both produced and comprehended. A variety of interactions and experiences will encourage richer comprehension and stimulate commmunication if children feel the need to express themselves, are encouraged by open ended questions and sense that what they have to say (communicate) is important.

1. Books should be a source of pleasure both in story groups or individual browsing - facts, fantasy, nonsense, poems, jokes, suspense, funny, repetitive sounds and word pictures are a few of the interesting discoveries in stories and books. New methods with story telling encourage the teacher to put a present child into the story by using his/her name instead of Goldilocks or Peter Rabbit or in the Mother Gooserhyme with: Jane be nimble, Jane be quick, Jane jump over the candlestick.
2. Group discussion - sharing experiences, expressing feelings, fantasizing - "I wish" and open ended stories.
3. Pictures can be described or motivate a group built story, or give new information about experiences and settings outside the child's own environment.
4. Conceptual development - concrete experience is the only way for young children to understand terms such as: over, under, beside, below, through, etc. They need to move their bodies or other objects in order to visualize these relationships.
   Blocks, tunnels, obstacle course, movement exercises are fun ways to learn concepts. Listening skill is a natural side benefit of these activities as children follow directions.

5. Records, tapes, pattern clapping, and hearing games can develop both music appreciation and listening ability. Children may follow directions given on a record or respond creatively by expressing feelings stimulated through music. Body movement is often a young child's favorite form of communication.
6. Finger plays let children talk and move in dual language expression.
7. Scrapbooks are good media for groups or individuals to communicate experiences, concepts and new skills.
8. Poetry and rhymes build appreciation for beautiful words, rhythm and rhyme, the limeric is especially humorous to the preschooler who loves to find a reason to laugh at silly things.
9. Labels - on objects such as door, shelf, floor, wall, window connect symbolic language with concrete objects in the mind of a child getting ready to read.

Arts and Crafts - A young child will delight in learning how to use many, varied art media and creating his own art expression. Independence, inventiveness, imagination, awareness of world, sensitiveness to texture, form and color are a few pluses in enjoyable art experiences.

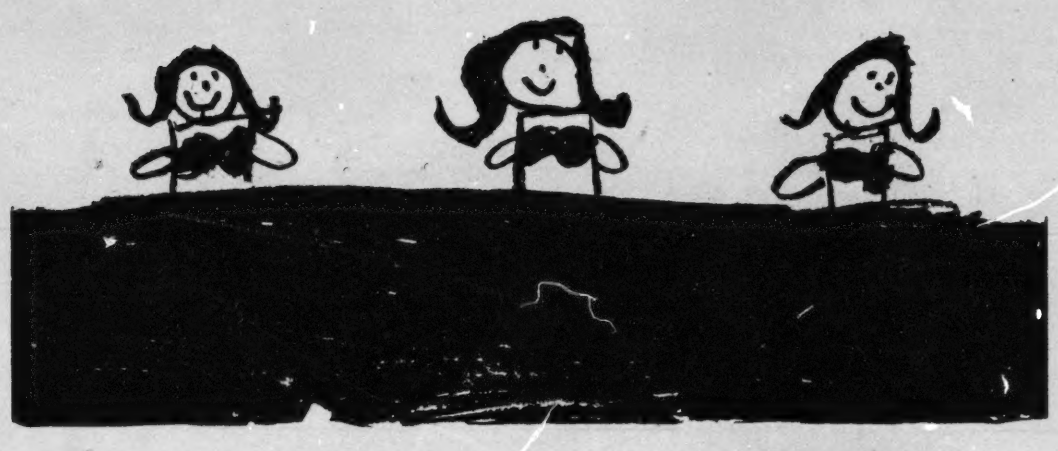
1. Painting
   a. Stand-up painting at easel.
   b. Table work with cotton swab, q-tip, potato printing.
   c. Fingerpainting on formica surface or paper.
   d. "Washing" in on crayon pictures.
   e. Use large old paint brush and can of water to paint the sidewalk or fence.
2. Drawing
   a. Use geometric shape as beginning guide for picture
   b. Outdoors drawing with paper or cardboard.
   c. Rubbings with leaves, any shapes or flat objects.
   d. Chalk on wet paper bags.
3. Pasting, Cutting, Tearing
   a. Collages of torn paper, cut magazine pictures, small objects such as yarn, buttons, rice, ribbon, etc.
   b. Colored scrap paper box used to decorate a plain box.
   c. Crayon pieces or tissue paper ironed between two sheets of wax paper.
4. Sculpture
   a. Cut, paste, and fold strips of colored construction paper to make creative forms 9" x 1".
   b. Paper sack puppet with painted face on bottom and stuffed full of crushed newspaper.
   c. Sticks, wire, toothpics, etc. put in lump of clay make abstract 3-D sculpture.
   d. Paper sack masks - cut out eyes and mouth, paste on hair.
   e. Modeling dough of sawdust, sugar dough, flour and salt, or do-it-yourself clay recipes.

Science Sensory - Children need a variety of experiences with living things. Sensitivity to natural beauty of sky, wind, a tree, a bird's song come as we pause to admire and appreciate. The wonder at growing things is natural if we have sprouting seeds, blossoming flowers, baby animals, changing leaves close to the child's every day experiences. Field trips also offer wider exposure to nature and science in the community.

1. Animal pets - guinea pigs, white rats, pollywogs, frogs, lizards, bugs and worms, ant farm, goldfish, magazine picture collection of zoo animals, farm animals, incubate chicken eggs.
2. Plants - vegetable seeds, carrot or turnip tops in water, sweet potato vine, pussy willows, terrarium, collect autumn leaves, nuts, moss.
3. Collection of rocks, shells, bugs, pine cones, etc. can become a museum shelf.
4. Weather observation with daily discussion of temperatures, wind, clouds, seasonal changes, wearing apparel.
5. Tools and machinery - magnifying glass, lever, wheel, pulley, magnet, scale, garden tools, kitchen tools, motors, clocks, scale, carpentry tools, plumbing pipes, thermometer, electric bell. Observing in the community-machines at work: garbage truck, steam shovel, street sweeper.
6. Tape recorder - sounds of birds, frogs, insects, rain, wind, thunder, transportation vehicles.
7. Texturex exploration in feel box with mystery textures inside: wood, glass, velvet, sandpaper, etc.

Practical Life Preschoolers enjoy new independence in caring for themselves. Self reliance and a positive self image develop through experiences in caring for ones self.

1. Dressing, buttoning, tying, zipping and snapping skills can be learned on dolls, a child's own coat and shoes etc. or on special boards with denim flaps.
2. Cooking and preparing foods for snacks: scraping carrots, washing vegetables, peeling fruit, spreading peanut butter, pouring juice.
3. Clean up: small broom, dust pan, mop and sponge should be readily available for sweeping up sand from around sand table, crumbs from under the table, wiping off surfaces.
4. Cleanliness and hygiene: brushing teeth after eating, shining shoes, brushing hair, bathing dolls.



FIELD TRIPS

Safety It is important to have a high ratio of adults to children on field trips. Mothers are often willing to assist both in walking trips and to provide transportation in their cars. Adult supervision should be a minimum of one adult to four children.

Liability insurance coverage should be written to cover children on field trips as well as in the nursery facility itself. It is important also to be sure automobile insurance will cover the children on field trips.

Children's behavior as it relates to crossing streets, sitting quietly in cars, etc. should be discussed with them immediately preceeding the trip.

Preparation Appointments for trips should be made well in advance in order to be sure you can get in at a specific time.

Discussion with the children and perhaps programming with fingerplay songs and stories should be held prior to the field trip and following it.

Permission slips for field trips signed by parents for all field trips should be requested by the nursery operator at the time the child is enrolled. It is advisable to notify the parents of the time and place of each field trip as they are planned, requesting permission signatures of the parents. The children should bring the slips home to the parents at least two sessions before the planned trip.

It is a good policy to familiarize yourself with field trips taken by the public school system so there will not be duplication.

Suggested Places

- Airport
- Art Center
- Police Station
- Historical Building or Museum
- Fire Station
- Schools
- Post Office
- Radio or T.V. Station
- Parks
- Hotel or Motel
- Newspaper office
- Grocery Store
- Dairy
- Hatchery
- Nature Walks (birds, leaves, insects, spring flowers, rocks, listen to sounds)
- Department Store
- Goat Farm
- Pond
- Animal or Vet Hospital
- Apple Orchard
- Pumpkin Farm
- Bakery
- Construction sites
- Library
- Zoo
- Farm (animals, corn picking, machinery)
- Pop Bottling Company
- Bank
- Garage and/or Filling Station
- Nursery - Green House
- Bus Station
- Churches (different ones)
- Picnics - sack lunches
- Summer wading pools
- Hospital or Doctor's Office

PROGRAMMING SOURCES

Taylor, Barbara
A Child Goes Forth, Brigham Young University Press, Provo, Utah, 1970
"Child Development/Day Care Resources Project"
Series by Office of Child Development, 1971, '72
DHEW Publication No. (OCD) - - -
-#72-10 **Day Care Statement of Principles**
-#72-8 **Day Care in Serving Infants**
-#72-34 **Day Care in Serving School Age Children**
-#72-73 **Day Care Staff Training**
-#72-4 **Day Care - Health Services**
-#72-20 **Day Care Administration**
-#72-42 **Day Care Serving Children with Special Needs**

Evans, E. Belle, & Others
Day Care Boston: Beacon Press, 1971 $6.95

C. Ryan Jones Associates Inc., 1970, 906 Penn Ave.
How To Operate Your Day Care Program
Wyomissing, Penna. 19610

Provence, Sally, M.D.
Guide for the Care of Infants in Groups, Child Welfare League of America, Inc. 1967, 1971

Feingold, Ida Rose
Learning Activities for Young Children, $10.00, R.R.F. Educational Consultant, 10414 Baltimore, Kansas City, Mo. 64114

Taylor, Barbara
When I Do I Learn, Brigham Young University Press, Provo Utah.

Cherry, Clare
Creative Art for the Developing Child, Belmong, California: Fearon Publishers 1972.

Cherry, Clare & Others
Nursery School Management Guide, Fearon Publishers Oct. 1973.

Robison, Helen F.
Learning at an Early Age: Vol. 2: A Curriculum for Young Children New York, Appleton-Century-Crofts, 1972 $4.95

Dittman, Laura L. edit.
The Infants We Care For, Wash. D. C. NAWYC Publications, 1834 Connecticut Ave. N.W. $2.00

Silverblath, Iris M.
Creative Activities P.O. Box 16005, Cincinnati, Ohio 52116 $3.35

Wylie, Joan
A Creative Guide for Preschool Teachers Bobbs-Merrill Co. Inc. 4300 W. 62 St. Indianapolis, Ind.
Portable Workshop for Preschool Teachers, Double Day Inc. Garden City, N.Y.

Barton, Loretta
Workjobs, Eddison-Wesley Publishing Co.

Seefeldt, Carol
A Curriculum for Child Care Centers, Columbus, Ohio, Charles E. Merrill, 1973 - $9.95

Sanoff, Henry & Others.
Learning Environments for Children, Learning Environments, P.O. Box 6422, Raleigh, N.C. 27608 $3.00 (use of space)

Vance, Barbara
Teaching the PreKindergarten Child: Instructional Designs and Curriculum, Moneterey, California, Books/Cole Publishing Co. 1973 $7.50.

DAY CARE

A Series of How-to Booklets Designed to Help Owners and Employees of Day Care Centers in Iowa

Health, Nutrition, and Safety

PS 008615

Prepared by Consultants of the Day Care Unit, Division of Community Services, Iowa Department of Social Services, Lucas State Office Building, Des Moines, Iowa 50319

HEALTH GOALS FOR CHILDREN IN CHILD CARE

I. To Improve A Child's Present Function By
   A. Finding all existing health problems through:
      1. Staff member giving an examination for obvious signs, illness, etc. upon arrival.
      2. Interviewing the child and his parents about the child's current and past health.
   B. Recommendations for admission to day care centers:
      1. The child entering day care must have a comprehensive health evaluation and examination by a physician.
      2. Routine immunizations as soon as possible.

II. To Insure A Child's Future Health By
   A. Recommending preventive services including:
      1. Immunization against infectious disease.
      2. Flouride treatment to prevent tooth decay.
      3. Health education for children and parents.
      4. Assuring that the day care setting provides a safe and stimulating environment.
      5. Training for health habits. Example: daily tooth brushing, washing hands, etc.
   B. Illness among children:
      1. Isolation areas for a sick child are needed.
      2. At least one adult present in the nursery at any one time, shall be competent in first aid procedures, and all staff should receive training in first aid and accident prevention.
   C. Medicine and Drugs
      1. No medicines or drugs should be administered to any child except on prescription from a physician with written permission of the parent.
      2. Any medicines or drugs need to be kept in locked cabinets out of reach of the children.

III. Acquiring Medical Data
As much pertinent health information as possible should be accumulated and recorded for each child. There are three main sources for this information: current medical form signed by the doctor, teachers' and workers' observations, and interviews with parents.

The child care teacher is in an unusually good position to notice those children who have health problems. Poor coordination, hyperactivity, language or speech impairment, excessive tiredness, or withdrawal from others may be noted readily by a teacher.

IV. Preventive Measures

Immunizations:

Every child should receive immunizations according to the schedule below as long as it is not in conflict with religious beliefs. A signed note from church authorities may be needed.

AGE	YOUR CHILD SHOULD RECEIVE
2 months	Diptheria and Tetanus Toxoids combined with Pertussis (Whooping Cough) (DTP) and Oral Polio vaccine
4 months	DTP and Polio
6 months	DTP and Polio
12 months	Measles, Rubella and Mumps Vaccine
18 months	DTP and Polio (Booster doses)
6 years (school entry)	DTP and Polio (Booster doses)
14-16 years	TD-Adult (Tetanus and Diptheria Toxoids--Adult Types)

V. Utilization of Existing Community Funds and Services
   A. The health program in child care should coordinate and supplement existing resources for the health care of children; it should not duplicate them. Every community will have available some of the following resources:
      1. Private practitioners of medicine, dentistry, optometry, and psychology.
      2. Health departments - local, county,

regional, and state
3. School health programs
4. Clinics - run by hospitals, medical schools or other agencies
5. Prepaid medical groups
6. Neighborhood health centers
7. Comprehensive child health centers
8. Dental service corporations
9. Special voluntary agencies and public agencies
10. State crippled children's programs
11. Medical ssistance under Title XIX "Medicaid"
12. Insurance and pre-payment plans
13. Community mental health centers
14. Area Education Agency

COMMUNICABLE DISEASE CHART

Department of Health

DISEASE *Immunization is available	Usual Interval Between Exposure and First Symptoms of Disease	MAIN SYMPTOMS	Minimum Exclusion From School
CHICKENPOX	13 to 17 days	Mild symptoms and fever. Pocks are "blistery", have scabs, most on covered parts of body.	7 days from onset of pocks.
DIPHTHERIA*	2 to 5 days	Sore throat, greyish membrane in throat. A serious illness	After 2 negative cultures from nose and throat 24 hrs. apart.
GERMAN MEASLES* (Rubella)	14 to 21 days	Usually mild. Enlarged glands in neck and behind ears, brief red rash.	5 days from onset of rash. Keep away from pregnant women.
IMPETIGO	4 to 10 days	Inflamed sores, with pus.	Until physician permits return.
INFECTIOUS HEPATITIS	Variable - 15 to 50 (average about 25 days)	headache, abdominal pain, nausea, vomiting, usually fever. Skin and eyes may or may not turn yellow.	14 days from onset of clinical disease, and at least 7 days from onset of jaundice.
MEASLES*	10 days to fever	Begins like a cold, fever, blotchy red rash.	7 days from onset of rash.
MENINGO-COCCAL MENINGITIS	2 to 10 (Commonly 3 to 4 days)	Headache, nausea, pain in back, stiff neck, fever.	Until physician permits return.
MUMPS*	12 to 26 (Commonly 18 days)	Fever, swelling and tenderness of glands at angle of jaw.	9 days or until swelling disappears
PEDICULOSIS (Lice)	7 days for eggs to hatch	Lice and nits (eggs) in hair.	1 day after DDT or other adequate treatment.
POLIOMYELITIS*	7 to 12 days	Fever, vomiting, headache, stiff neck, muscle soreness	7 days from onset.
RINGWORM OF SCALP	10 to 14 days	Scaly patch, usually ring shaped, on scalp.	Until physician permits return.
SCABIES	3 days to 3 weeks	Tiny burrows in skin caused by mites.	Until adequately treated by physician
SCARLET FEVER SCARLATINA STREP THROAT	1 to 3 days	Sudden onset, vomiting, sore throat, fever, later fine rash (not on face). Rash usual only with first infection.	7 days from onset if untreated or 24 hours after antibiotics.
SMALLPOX*	7 to 16 days	Headache, fever, backache, blister-like out-break.	Until all scabs are gone.
WHOPPING COUGH*	7 to 10 days	Head cold, slight fever, cough, characteristic whoop after about 2 weeks.	21 days from beginning of whoop.

FIRST AID KIT
CHECKLIST OF SUPPLIES

(All items are obtainable without prescription)

Sterile gauze dressings, 4x4 inches, individually wrapped, for cleaning and covering wounds

Roll of gauze bandage, two inches wide, for bandaging sterile dressings over wounds, etc.

Box of assorted adhesive dressings (Band-Aid, Curad or similar products)

Roll of inch wide adhesive tape

Roll of absorbent cotton

Pint bottle of sterile saline solution (one level teaspoonful of salt to one pint of boiled water)

Mild antiseptic for minor wounds (consult your druggist)

Tube of petroleum jelly

Bottle of calamine lotion for sunburn, insect bites, rashes, etc.

Hot-water bottle

Ice bag

Bottle of ipecac syrup to induce vomiting

Container of powdered, activated charcoal to absorb swallowed poisons

Box of baking soda (bicarbonate of soda)

Small bottle of aromatic spirits of ammonia

Pair of scissors

Pair of tweezers

Packet of needles

Sharp knife or packet of stiff-backed razor blades

Medicine (eye) dropper

Measuring cup

Oral thermometer

Rectal thermometer

Box of wooden safety matches

Flashlight

BIBLIOGRAPHY

1. **Environmental Criteria MR Preschool Day Care Facilities**
2. **HEW Rainbow Book** #2 - Health Services
3. North, A. Frederick Jr. - **A Guide for Project Directors and Health Personnel,** 1971
4. Cohen, Parker, Host, & Richards, HEW, **Serving School Age Children,** 1972
5. Hurd, Helen Bartelt, **Teaching In The Kindergarten,** 1971
6. OCD **Manual of Policies and Instructions For Head Start,** Sept. 1967
7. Iowa Department of Health

NUTRITION

To build strong bodies, to grow and develop properly, children need the right food. A child who is fed when he is hungry feels well cared for and secure. A well nourished child has a better chance to learn. Thus; providing nourishing food is an important part of the program of every nursery. The center can help him establish good food habits which may help lay the foundation for good health throughout life.

Feeding is the clearest way of caring for a child. The way the child is fed will tell him how much the child care program really cares about his needs and feelings.

The types of nutritional services provided by day care depend on the child's physical needs, the hours of participation, other sources of nutrition, and the developmental phase of the children.

Nutrition services should include snacks as well as full meals. Special personnel may come into a program to prepare meals. Children and youths can be involved in preparing their own meals and snacks.

A nutritional consultant, such as from the County Extension Service, can be useful in reviewing overall nutritional plans, pulling in new resources, teaching about food preparation, and reviewing the special dietary needs of children and staff.

Food has many strong ethnic, social, and cultural meanings. A well-designed nutritional program will be carefully prepared to please the eaters' cultural and personal tastes.

Food and feeding affect many parts of a child's life.

(1) His body grows strong and he is better able to work and play.

(2) He learns much through the process of eating.

(3) He also learns about new foods--how they look, taste, and smell; the different ways foods are served; mealtime as a pleasant time; getting along with people as he eats with them.

There are several ways of learning about food in and out of the classroom:

A. On field trips--

1. To a farm where children can explore where eggs come from, collect them, and bring them back to cook in various ways, and eating them.
2. To a nearby truck farm or garden to see where vegetables are grown.
3. To a nearby supermarket to buy food for a cooking project.
4. To the market to buy ingredients for making bread as a class project.
5. Visit a trucking business that transports food or food products.

B. Helping to prepare foods for meals--

The children's interest will be aroused by helping to prepare the food. The cook can take a few children at a time to help do simple tasks.

The cook or teacher can also help prepare food in the classroom. Items they could prepare include jello, soup, sandwiches, muffins, stew, meat loaf, cornbread, instant pudding, cooked pudding, pancakes, oatmeal, scrambled eggs, applesauce, and cookies.

Prepare seasonal foods for economy.

Some words of advice: Start with simple projects, work in small groups, have the children wash their hands first, have all the ingredients and equipment ready beforehand, have the children help to clean up, follow through on projects, and try the same recipe more than once.

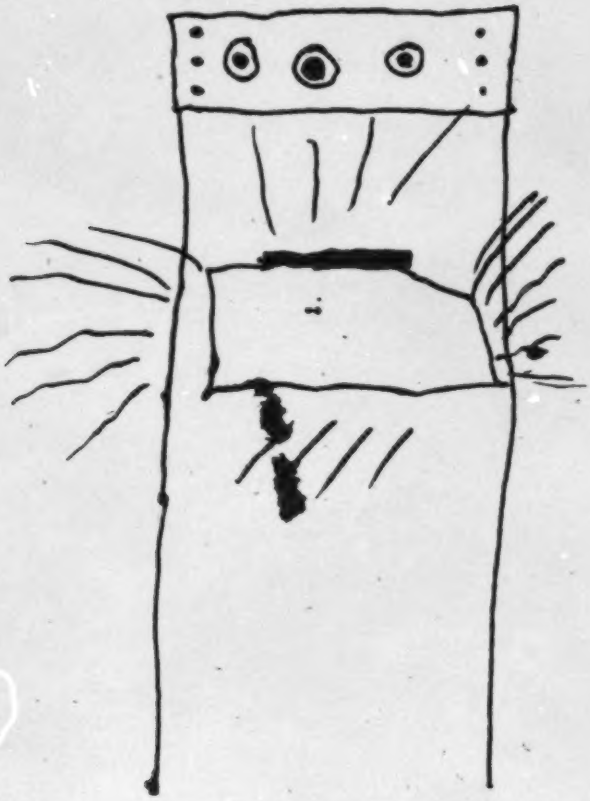
Helping to prepare foods gives all children a chance to strive and succeed. Language skills, both listening and speaking, are widened. Ideas about numbers and measurements are learned as the children prepare food. Children also have the opportunity of describing the foods they are working with in sensory terms such as how things taste, feel, and look.

C. Curious Capers--approaches to learning about foods which whet the appetite for curiosity.

1. One game can be "What can you do with . . . (a certain food)" such as apples, pumpkins, carrots, coconut, milk, or peanuts.
2. Another technique is "Where does our food come from?" Examples might include milk, meat, fruits, vegetables, ice-cream, or bread.
3. Guessing games can be learning situations. Questions such as "Where did you go? What did you get there? How does smell? What color is ? etc." Picture matching games such as eggs with chickens, hamburger picture with a cow, etc.
4. How does a garden grow can also be stimulating in learning about plants producing food. Plant some seeds and watch them grow.
5. Nutrition experiments are learning devices. Children can help prepare familiar foods in different ways.

(Oranges, potatoes, tomatoes, peas, etc. Example: Broiling grapefruit, frying bananas & tomatoes, etc.)

6. Stories, pictures, and filmstrips--first hand experience ranks ahead of these visual aids. Stories and pictures are most effective when used with an actual experience.
7. Counting and measuring type pictures are good to use.
8. Easy recipes.



PEANUT BUTTER PLAY DOUGH

½ Jar (large size) peanut butter
2-3 Tbs. Honey
Powdered Milk

Add honey to peanut butter.
Add powdered milk a little at a time, mixing with your hands until the right dough-like consistency. Mold like play dough. Decorate with sprinkles, raisins, etc.

FINGER JELLO

Mix 5 packets of Knox Gelatin and 1 cup water and set aside.
Mix 2½ cups water and 2 six-oz. packages Jello in a saucepan and bring to a boil.
Add the Knox Gelatin mixture and an additional cup water.
Stir.
Pour into a 13x9 pan or two 8x9 pans and cool for about 10 minutes.
Chill.
It really can be eaten finger style.

Daily Food Guide

I. Milk Group - 2 or 3 cups per day
   Milk, dry milk, cottage cheese, evaporated milk, cheese.
II. Meat Group - 2 or more servings
   Liver, ground beef, pork, fish, poultry, beans, peanut butter, eggs, dry peas, dry beans.
III. Vegetable--Fruit Group - 4 or more servings
   Dark greens, frozen greens, spinach, Citrus and tomatoes. Deep yellow - carrots, pumpkin. Others such as peaches, apples, peas, potatoes
IV. Bread--Cereal Group - 4 or more servings
   Bread, rice, cereal, flour, oats, macaroni, rice, spaghetti

Every day eat foods from each group.

SNACKS IN NURSERIES

The snack period should be an exciting experience for the children. One in which: 1) he participates in the preparation as well as the consumption of foods, 2) learns about and becomes familiar with new and different foods, and 3) has new taste experiences--learns to be aware of and identify tastes. For example, sweet, sour, sticky, smooth, crisp, spicy, hot, cold, etc.

Some finger foods which may be explored and discussed are:

Raisins
Grapes
Strawberries
Prunes
Figs
Apple Wedges--cut and make apple sauce
Orange Wedges--make orange juice
Grapefruit Wedges
Tangerine Wedges
Tangelo Wedges
Peach Wedges
Watermelon Wedges
Pineapple Wedges--fresh & canned
Avocado
Coconut
Celery Sticks
Radishes
Carrot Sticks
Pepper Sticks
Tomato Wedges
Cucumber Slices
Cauliflower
Cheese Cubes
Hard Boiled Eggs--Keep egg shells for collages
Lunch Meat Cubes
Sugared Cereal
Ice Cream Cones
Cantaloupe Wedges
Contrast lemons & limes

Participating in snack preparation provides a valuable and lasting learning experience.

Children can help prepare snacks. They can wash the tables, pass the napkins, pour the milk or juice, arrange the cookies, crackers on plates, cut and place cheese slices on crackers, divide fruit and vegetable pieces among those at their table, pop the corn, hard cook the eggs, butter the bread, spread peanut butter or cheese on celery sticks, etc. A plastic two cup measuring cup works well for pouring.

Permit the child to peel, scrape and pour the snacks. When they are involved in the preparation, the experience becomes more meaningful.

Some snack activities they can participate in are:

Frosting graham crackers, cookies, and cupcakes.

Buttering toast and crackers.

Spreading peanut butter on graham crackers.

Putting cheese spread or peanut butter on celery.

Under careful supervision, assist the child in:

Making French toast or donuts under the teacher's supervision in an electric skillet. Donuts may be made by using tube biscuits (cut centers out with the top off a bottle).

Making an indentation in a biscuit, put some jelly in it and watch it bake in an oven with a glass door. The child is able to observe the biscuit raise and turn brown. (Be sure to place them on wax paper when served as they will stick to paper napkins.)

Cinnamon toast - have cinnamon and sugar in salt shakers, let children butter toast and sprinkle cinnamon and sugar on it.

Instant pudding can be made easily by placing it in a closed plastic ice cream container. Let each child shake the container ten times while the whoe group counts. With a few vigorous shakes from the teacher the pudding is the right consistency for servings.

Instant pudding can also be made by placing 1 teaspoon of powdered pudding into a paper cup 2/3 full of milk. The child can stir it with a spoon until it attains a pudding consistency.

Jello or ice cream offers opportunity for observations about cold as it affects food. On a very cold day let the children make jello and place the covered dish out in snow on the window ledge. If made at the beginning of the session, it should freeze by snack time. It can also be put in the freezer for rapid congealing.

Making butter is an exciting experience. Obtain some thick cream (refrigerate before using, it will turn to butter more rapidly), place it in a quart jar and let the children shake it. They will be interested in tasting it before and after salt is added. They will also be interested in the taste of buttermilk.

Popping corn is a fascinating experience when done in a plastic topped corn popper. The children can measure out the oil and corn and watch the exploding corn prior to eating it.

Stringing Fruit Loops, Cheerios, or other suitable cereal provides a fascinating experience for the children as well as being small muscle coordinating activities. These can be strung on plastic lacing or the end of yarn dipped in fingernail polish, or melted sealing wax and a point made on it. Sharp needles should not be used.

Liquids

Milk and fruit juice offer a nutritious drink to supplement the solid snack.

Frequently used liquids are:

Milk	Fruit Juices	
Chocolate	Orange	Grape
White	Grapefruit	Apple
Buttermilk	Lemonade	Fruit Punch
Hot Cocoa	Apricot	

Breads - Taste different breads

Yeast Whole wheat Corn Bread Biscuits

Try spreads on breads - jelly, honey, molasses, cheese, peanut butter.

SAFETY

SAFETY AND SANITATION

Sanitation means many things -- clean water, clean food, proper storage, suitable and clean equipment and good food handling practices by personnel.

All Centers should comply with local health regulations to insure sanitation and protection from disease and injury. Be sure to consult local officials to make certain that your Center meets the regulations.

WATER SUPPLY:

A supply of wholesome drinking water should be available to the children during the day as well as an abundant supply of water for hand washing, dish washing, and other cleaning purposes. The water supply should comply with local health department regulations. Do not use a private well water supply unless it meets these regulations. Send sample of water to the State Hygenic Laboratories, Iowa City, Iowa. Write to them first and they will send a sanitary container in which the sample is to be taken.

FOOD SANITATION:

Examine food when it is delivered to make sure it is not spoiled or dirty and that no insects are present.

Store food at proper temperatures at all times.

Keep perishable food either refrigerated or hot. Some foods such as custards made from milk and eggs spoil quickly and may cause illness if not handled properly.

Protect food from insects and rodents by storing in tight containers. Label all containers.

Use oldest supplies first.

Clean up spilled food immediately.

Check food supplies before using, when doubtful throw out!

Throw out portions of food served but not eaten.

Provide for garbage or trash disposal in compliance with local regulating authorities.

Keep garbage containers clean and tightly covered.

EQUIPMENT SANITATION:

Keep equipment, dishes, utensils, floors and walls clean and in good repair.

Have good light and ventilation in food preparation area.

Avoid the use of cracked or chipped utensils and dishes. (Enamelware chips easily).

Use only dish washing equipment that meets local health agency regulations.

PERSONNEL SANITATION

Provide toilet facilities that include a lavatory, hot and cold water and soap and towels. Put up a sign to remind employees to wash hands before returning to kitchen.

Additional hand washing facilities and individual towels should be easily accessible to the kitchen.

Wash hands with soap and water before starting work, after handling dirty dishes, after using a handkerchief, and after toileting.

Protect food from coughs and sneezes.

Hair nets or head covering should be worn.

Do not handle food when suffering from a cold, or when there are cuts and sores on the hands.

Use appropriate utensils when handling food. Avoid use of fingers.

STORAGE OF POISON AND TOXIC MATERIALS

All toxic and poisonous materials and compounds such as insecticides, rodenticides, polishes, bleaches, petroleum products, etc., should be kept in sealed containers in a locked cabinet in a room away from all food products. These should always be **labeled.** They should never be put in a container (can or bottle) that food originally came in.

CHILD SANITATION

Marked individual drinking cups or paper cups should be available.

A drinking fountain must be a jet.

Individual towels or paper towels should be used.

For safety features on physical facility refer to section on Programming and Child Care Environment.

SAFETY CHECK LIST

Classroom

A. Are all toxic materials (paints, cleaning solutions, solvents) in locked cabinets?
B. Are all adult's purses (aspirin, darvon, pain pills, tranquilizers, antibiotics) out of the reach of children?
C. Is the "hot" water hotter than 130-140°F?
D. Are all "attractive" toys and games within easy reach of the children or do they need to stand on chairs or tables to reach them?
E. Are the floors (tile or wood) periodically waxed and therefore extremely slippery?
F. Is the room periodically checked during the day to see it is not becoming "cluttered" with materials and presenting a hazard to the children moving around the room?
G. Check electric cords and outlets within reach of the children.

Outside Play Yard

A. Are all swings and slides periodically checked to see if in need of repair?
B. Is the play yard equipment appropriate for the developmental age of the children?
C. Is there a potential, unguarded source for a drowning?
D. Is there adequate shade available during extremely hot weather?

Field Trips

A. Do you really know the driving ability of those who volunteer to drive the children to outside activities?
B. Are seat belts used in both bus and car transportation?
C. Have the children been informed as to proper conduct on a bus relative to their safety?

General

A. Do you have a fire exit plan?
B. Do you have a tornado or severe weather plan?
C. Have you instituted an in-service education program for your staff relative to safety?
D. Does your staff know how to deal with a child who:
    1) faints
    2) has a seizure
    3) stops breathing
    4) injures himself severely
    5) digests a poisonous substance
    6) Chokes
E. Do your teachers know where and how to secure an ambulance if a severe health problem arises?
F. Have you conducted a safety education program for your parents and volunteers?
G. Brush up on First Aid.
H. Have a First Aid Kit available.
I. Be observant -- is the child drugged, have a temperature, etc.?

DAY CARE

A Series of How-to Booklets Designed to Help Owners and Employees of Day Care Centers in Iowa

Teacher Resources, Parent Involvement

PS008615

Prepared by Consultants of the Day Care Unit, Division of Community Services, Iowa Department of Social Services, Lucas State Office Building, Des Moines, Iowa 50319

TEACHER RESOURCES

SPECIAL NEEDS

Child Care programs frequently are able to identify problems of children prior to entering kindergarten. It is important that they be identified and corrected early to insure and promote sound child development.

Frequently, the preschool program is the first community service to see the child, therefore it is essential that teachers be very sensitive to the needs of young children and help to obtain needed services for them. Check the physical report and family information for clues to special problems.

In evaluating problems, consideration must be given to the child's age and maturity level. Children will require a period of time to adjust to their first experience away from home, and some problems may be attributed to immaturity.

The very slow learner, the child who is too quiet, or children with speech and hearing handicaps, may not appear to parents as an area of deep concern. These areas are as important as are ongoing behavior problems.

The child's classroom behavior may reflect family problems such as a new baby, illness, or death. The teacher must exercise understanding, through an accepting attitude, and patience in working with the child. It is helpful to seek out special materials for the child to assist in understanding what is happening.

It is wise to discuss the problem with the parent, asking if they noticed it at home, and how they have handled it. Parental response may vary depending on how threatened they feel regarding their ability to raise their child.

If it is determined that the problem cannot be resolved through the sources in the center, it is necessary to suggest to the family to seek an outside agency.

Recognizing, accepting, and seeking help for a child takes time, a process which may not be accomplished while the child is enrolled in the center. By pointing out the need for help, it will make it easier for center personnel to encourage parents to seek help.

A policy on confidentiality and a release of information should be established; and a release of information signed when information is transferred to another agency.

COMMUNITY RESOURCES THAT ARE AVAILABLE FOR THE TEACHER

Public Library:

The library generally has a youth department which encourages teachers to check out books for the library corner at the center. Frequently they have a story hour for young children, too. All public libraries are connected with the regional library system, making it possible for teachers to obtain a larger selection of children's books, and also to obtain books for their professional development. Some libraries also provide audio-visual materials and equipment.

Local Parkboard:

This governmental agency may provide information on the local parks in your area that would make good possibilities for field trips, picnics, etc.

Iowa State University Extension and Area Vocational Schools:

Extension services have a variety of materials available, upon request, that would be useful for orienting new staff, volunteers and parent education. They will also participate as resource personnel for staff training, and parent meetings. They have been helpful in developing and/or reviewing menu plans. All services are free.

Some area vocational schools will have workshops for staff in child care programs.

Dairy Council:

The dairy council provides materials on nutrition, posters for teaching aids in the center, and resource personnel that will speak at parent meetings. Their services are free.

Chamber of Commerce:

Frequently the Chamber of Commerce has a list of civic organizations that may volunteer time, materials or donate money. Such organizations include: Church Women United, Retired Senior Citizens, Scouts, Junior Chamber of Commerce, Students and other business, professional, and social organizations.

Some of the agencies which may serve the preschool program and assist with a child or family problem are:

AREA EDUCATION AGENCY (AEA)

The education agency serving you may be identified in your telephone book or by contacting your local school for information. Some services that may be provided include: speech and language evaluation and treatment, psychological testing, learning disabilities diagnosis and consultation, and counseling regarding special problems.

PUBLIC HEALTH NURSE - VISITING NURSE ASSOCIATION

They may make visits to centers regarding children with special health needs. Questions may be answered on call. Frequently they have materials that are good for handing out for parent education. Assistance is given in developing health policies.

MENTAL HEALTH CENTERS

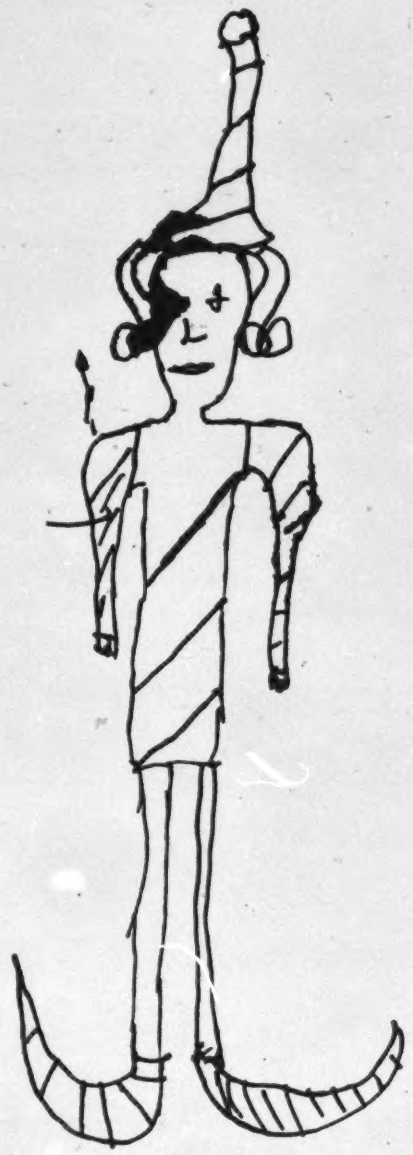
Psychiatric evaluation, psychological testing and counseling are available to all families through their Mental Health Center. Sometimes several counties share a mental health center. The fee is determined by income. Insurance may cover all or part of this service. For information or to make a referral, call your mental health center.

IOWA DEPARTMENT OF SOCIAL SERVICES

One purpose of this agency is to provide financial assistance and medical payment to persons who meet the established eligibility criteria. Services are also provided to families with problems. The agency may provide information regarding services that are available in the area for children and families.

MISCELLANEOUS AGENCIES

Information and referral agencies may be found in larger communities that will know resources available for young children. Family Service Leagues, Lutheran Social Services and Catholic Social Services are some of the agencies that provide family counseling and frequently have a sliding fee scale. Psychiatric clinics, Child Guidance Clinics and Well Child Clinics are also resources.



PARENT INVOLVEMENT

Why Parent Involvement?

Attendance at a child care center may be the first major step away from home for the child. The primary influencing factors in a child's life are from home and parents. Parents should advise on policy making decisions and be permitted to participate actively in programs.

The purpose of a child care program is to supplement family care, not to be a substitute. When the parent interests, knowledge, and awareness of their child is shared with the staff, it will promote the education and social adjustment for the best interest of the child.

Parent participation will also provide a valuable

opportunity for parents to carry over learning activities from the program to the home.

The commitment of the board to the goal of parental involvement should be noted in the by-laws. The policy letter should let parents know they are welcome and give ways in which they might be involved.

Persistance on the part of the staff is required in order to involve parents. It is important to include this topic in the staff library and in planning staff training.

Parents may be involved by asking them to do small things at first, such as making name tags for a parent meeting, or calling another parent and reminding them of a meeting. It is important to accept and praise the parents' effort.

PROMOTING PARENT INVOLVEMENT

Planning and Preparation:

Plan with parents, and enlist their help in heading up and/or carrying out the project. Ideas may come from a survey or from a sampling of parents' interest taken at the time of enrollment.

Questions that may be included in the questionaire might include:

1. Parents place of employment and working hours. (Include father's hours).
2. Need for child care arrangements.
3. Need for transportation to meetings.
4. A check list of ways parents wish to be involved.
5. Topics of interest for meetings.

Informal parent gatherings such as meetings where there is a family meal (potluck and picnics) have proven successful. Another factor that leads to success is keeping the project child-centered. Parents will come out with their child, or to see slides of their child.

Meetings should be planned at the time most convenient for parents and transportation arranged for those who need it.

The center is a good place to have the meetings. Name tags and refreshments should be provided. A separate room should be available for child care.

Provisions should be made for all ages of children with ample play equipment, so parents will feel comfortable leaving the children.

Teenagers are a good resource for providing child care. Sometimes teenage service organizations will provide this service free.

Children should have name tags placed on their backs, otherwise they will take them off.

When planning meetings where the children and parents are mutually participating, it is important to define who is responsible for the children. Lack of definition of authority can create behavior problems, even during informal conversations with the parent. If the care-giver transfers this authority to the parents it may prevent problems.

Child care staff should be required to attend all major parent meetings.

Notification of Meetings:

The multi-notice approach should be utilized in getting parents to attend. Two to three weeks in advance, parents should be notified of the meeting, perhaps in a newsletter. Send an invitation home approximately a week or two in advance. Place the notice on the parent bulletin board. Remind each parent personally when they are at the center. Follow-up with telephone calls the night before. Inquire if they need a ride, and remind them there will be child care.

Send public service announcements to the local radio station (generally in writing and two weeks in advance), and the local newspaper.

Parent Center

Provide a place in the center for parents. In the parent center there may be the coffee pot, copies of the newsletter, bulletin board, comfortable chairs and a table, so parents may work on projects for the center.

WAYS TO INVOLVE PARENTS

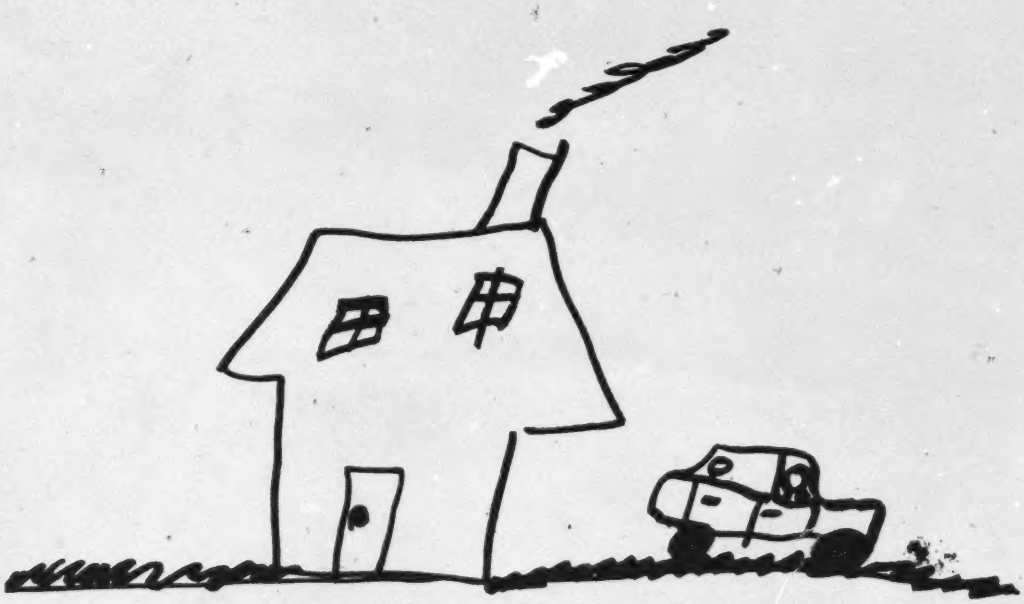
Newsletter

Newsletters provide parents with an understanding of the activities in the program. The newsletter should contain some of the favorite finger plays, snacks, and recipes used at the center. It should also contain a discussion of child care programming and child development philosophy, notice of forthcoming events, such as parent meetings, community events, immunization clinics, children's theaters, children's television specials, etc. They may also be used to explain and clarify center policies.

Parents may contribute to and assist in writing the newsletter.

Telephone Calls

Telephone calls can share with a parent something special the child has done. It is important to remember to make telephone calls around positive areas, rather than just problem areas.



Notes

Notes are of value to parents in sharing something of importance that happened that day. Hand the note to the parent, or pin it to the child's clothing to prevent it from getting lost.

Home visits

A home visit can be used to fill out the family information form. It is an opportunity to gain insight into feelings between family members, to learn more about the home surroundings, and to find out how the family and child feel about his first group experience away from home. Arrange the home visit at the convenience of the parents so there is adequate time to talk without interruption.

Casual Visits

When the parent brings the child to the center, the opportunity is presented to obtain current

information about the family which may affect the child's behavior.

Social Activities

Social activities are good ways to get parents acquainted and to ease them into other forms of involvement. These activities are generally more effective in small groups. These may include potlucks, picnics, craft classes, open houses, etc. The value of social activities is frequently questioned. However, it is not uncommon for parents to end up discussing their children.

PARENTAL ASSISTANCE

(See Volunteers for additional information)

This form of involvement stresses parents as teachers. Parents are helpful in volunteering directly with the children. The value of this form of participation is:

1. Improving the staff-child ratio.
2. Provides more consistancy in guiding the child.
3. Helps parents become better teachers of their own child.
4. It gives the parent an opportunity to view his child and to determine what is normal behavior. It may help a parent recognize and accept the fact that her child has a problem.
5. Another opportunity for caregiver and the parent to develop a team relationship. As parents and the caregiver work together, there is an opportunity to develop a greater interest and a deeper understanding of the child and the program.

Fathers should be encouraged to participate. This is more frequently possible with Dads who work evening shifts or have flexible schedules.

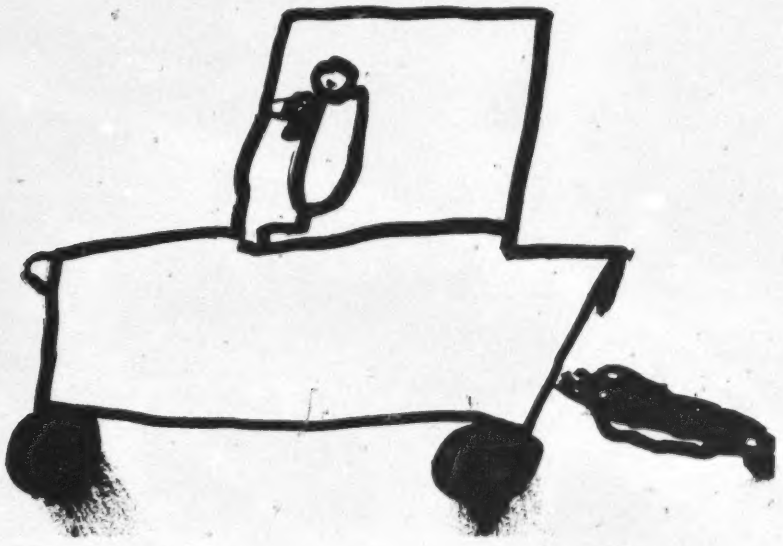
In cooperative programs, parents do some of the teaching and assisting. The child enrollment in the center is contingent on the parent participating. There is usually at least one person hired for full-time employment. The rest of the staff is composed of parents and community volunteers.

Political Power - Advocacy

This is a relatively new method of parent involvement.

Parents who have been given an understanding and knowledge of the problems and needs of the center are the most effective advocates in making funding and other forms of legislation a priority with city and state officials.

Legislators and city councils will listen to parents, as they are speaking for more and better services for the child.



PARENT CONFERENCES

Preparation:

Organize thoughts and material prior to the conference.

Develop a rough outline tailored to suit the child's and family's needs. The conference should be arranged at a time that is convenient for both parents. Frequently, parents have a different point of view to contribute. It is best to ask that children not attend.

During the Conference:

1. When commenting on the child's development, tell the parents about areas where the child performs well, then discuss problem areas if necessary.
2. When possible, comments should consist of objective observations rather than subjective observations. Instead of saying "Johnny doesn't like art," simply state "Johnny rarely participates in art."
3. If parents should become critical, it is best not to be defensive, thank them for being candid. The emphasis should be on what can be done and a plan of action.
4. When discussing skills, it becomes more meaningful if parents are shown the actual materials.
5. Parents should be encouraged to ask questions about the child care program and their child.
6. Show a genuine interest in their child.
7. It is a good time to gather factual information for records that may be missed, for example immunizations.
8. Offer several suggestions as to action rather than just telling parents what to do.
9. Conclude the conference on a positive helpful note, by questioning the parent on what he suggests for follow-up work at the center, as well as planning for home activities and future conferences. Reach an agreed upon plan.

Thank parents for coming. Encourage them to participate in the program and to call if they have any questions.

A summary of the conference should be made and put in the child's file. It should include objective and subjective comments, including not only information discussed but also observations of parent's attitudes toward the program, the child and the staff. It should be shared with the staff to promote the child's development. Treat the conference in a professional manner and hold a parental or child problem in strictest confidence.

BIBLIOGRAPHY

Goeinz, Elizabeth. Day Care and Early Education. "Parent Conferences Can Work." New York: Behaviorial Publications, Inc. Vol. 2, 4-75.

Hess, R. Craft, D. J. **Teachers of Young Children**. Geneva, Illinois: Houghten Mifflin Company.

Hoing, A. **Parent Involvement in Early Education**. Washington, D.C. N.A.E.Y.C.

How to Operate Your Day Care Program. Wyomessing, Penn.: Ryan Jones Associates, Inc. 1970.

Leeper, S.: Dales, R.: Skipper, D; Witerspoon, R. **Good Schools for Young Children**. New York: McMillian Publishing Co., Inc., 1974.

VOLUNTEERS

Volunteers may be recruited from relatives, friends, social, business, and service organizations, church groups, senior citizens' organizations, and students over 14 years of age.

It is important to assess the volunteers role and abilities. Some may work well with children, others may do better in non-child centered roles. The volunteers' preference should be considered when possible.

Volunteers in the center should be provided with an orientation session to help them become acquainted with their role in the center. It is helpful to give them some written material in preparation; this could include the daily schedule, the basic rules for the center, concepts that are being taught, where things are located, such as paper towels, kleenex, art supplies; suggestions for handling common situations, such as a child who destroys anothers' construction, and other suggestions for guiding behavior.

The need for confidentiality regarding records of the child and his behavior, should be discussed with the volunteer.

WAYS VOLUNTEERS MAY BE INVOLVED:

Administrative:

Volunteers may do the typing, stuffing of envelopes, answer the telephone, and other administrative tasks associated with the center. They also may help in making learning materials and teaching aids, such as bean bags, softballs, and bedding for the cots. Volunteers may be involved with collecting items for the center; for example, odds and ends for the art scrap box and dress up clothes.

Repair and Clean-up, for the Center:

This is a good way to get men involved. A work party with the purpose of cleaning the center, such as washing walls, waxing floors, or painting is one method of being involved. Volunteers may also assist with building or repairing equipment and installing outdoor equipment.

FUND RAISING:

Bake sales, rummage sales, bazaars and other fund raising projects are ways in which volunteers may raise money for the center. Money and materials may be solicited from business and service organizations.

Sharing a Talent:

Volunteers may have hobbies or special talents that may be shared with the children.